DOCUMENT RESUME

ED 141 438 UD 017 015

AUTHOR	Shore, Marietta Saravia
TITLE	The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970.
SPONS AGENCY	Office of Bilingual Education (DHEW/OE), Washington, D.C.
PUB DATE	Dec 74
GRANT	OEG-0-70-3464(280)
NOTE	347p.; Not available in hard copy due to marginal legibility of the original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Bilingual Education; Bilingualism; Bilingual Students; *Content Analysis; *Educational Objectives; *English (Second Language); Non English Speaking; *Program Content; Success Factors; Tables (Data)
IDENTIFIERS	*Elementary Secondary Education Act Title VII; *Process Analysis

ABSTRACT

The purpose of the research discussed in this final report is to identify and record significant process variables which were judged to be relevant to the attainment of commonly shared objectives for students of the 130 bilingual programs funded in the first two years of Title VII (1969 and 1970) of the Elementary and Secondary Education Act. This research had two objectives: to develop an instrument on which to record each individual program's process variables, and then to describe the variations across projects through a summary of the various strategies which the bilingual programs stated they were following in their second year of operation. This report contains the summary tables and discussion of the characteristics and procedures which the bilingual programs indicated in their documents, and which 46% of the total projects verified they were following in their second year. The format of the results is given in terms of (1) the questions asked, (2) the table giving results, and (3) interpretation of results. In the tables, the second year data of projects funded in both 1960 and 1970 are combined. However, the data from verified projects are presented separately from the data of unverified projects. There were 58 verified projects and 67 unverified projects. The unverified projects are those which are based only on information for the project documents. The research presented here does not include data on the outcomes related to the processes. The appendices included the following: a bibliography, 1969 and 1970 projects grouped by language, culture and grade, the content analysis schedule for bilingual programs, a draft of the schedule, and the consultants' ratings of assumptions. (Author/AM)

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ED141438

The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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UD017015

Final report (completed December, 1974) of research conducted under grant OE-G-0-70-3464 (280) from the Bilingual Education Division, Department of Health, Education and Welfare, U.S. Office of Education.

The project reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

ACKNOWLEDGMENTS

I am pleased to express my appreciation to Dr. Andrew Cohen, UCLA, who was kind enough to read the first draft and suggested clarifications for the tables and text. I also warmly thank Margaret Moore Van Naerssen, Elizabeth Keesee, Dr. G. Richard Tucker and José Vázquez for their encouragement and support.

The development of the Content Analysis Schedule was the synthesis of many efforts and ideas, and I gratefully acknowledge the many contributions of the consultants, Dr. Eduardo Seda-Bonilla, Dr. Norman Shapiro, Dr. Mari Luci Jaramillo, Ms. Anna Zentella, Dr. Rosa Estades, George Patrick Lee and the late Emilio Rivera, Jr. and of the Research Assistants especially Roselin Ehrlich and Eleanor Mackelduff.

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The Content Analysis of 125 Title VII Bilingual Programs Funded in 1969 and 1970

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I. Introduction

Overview

The purpose of the research discussed in this final report was to identify and record significant process variables which were judged to be relevant to the attainment of commonly shared objectives for students of the 130 bilingual programs funded in the first two years of Title VII, 1969 and 1970.

Our objective was twofold: to develop an instrument on which to record each individual program's process variables, and then to describe the variations across projects through a summary of the various strategies which the bilingual programs stated they were following in their second year of operation.

The question we asked of consultants and in reviewing the literature was: "What are the important variables affecting the outcome of bilingual programs for the students?" This descriptive research does not provide the answers to that question but rather suggests key variables and provides some preliminary data. This research presents only half of the picture- the reported processes; it does not include data on the outcomes related to the processes. At the time we began, the programs were just becoming established and evaluation of student outcomes would have been premature. It is now possible to carry out an evaluation of student outcomes since these Title VII projects have been in operation from four to five years.

The results of this descriptive research are now in three forms:

1) The specific Content Analysis Schedules For Bilingual Programs for individual projects can be obtained through Educational Resources Information Center (ERIC).

2) This report contains the summary tables and discussion of the characteristics and procedures which the bilingual programs indicated in their documents, and which 46% of the total projects verified they were following in their second year.

3) A third form of data will also be entered in the ERIC System: the IBM sheets on which the variables were recorded for each project in matrix form. This will enable educators interested in comparing approaches to select specific projects implementing those approaches. These approaches could then be compared by carrying out an evaluation of student outcomes of both approaches.

The areas included in the description of bilingual programs are:

1) The size, scope, funding, grade levels and duration of the bilingual program.

2) Demographic data on the students: languages and culture, economic status, urban, rural, migrant.

3) Type of bilingual program: one way or two way, transitional or maintenance.

4) Language and cultural background of staff, and content and methods of staff development.

5) Extent and modes of parent and community involvement, including assessment of attitudes; sociolinguistic surveys.

6) Multicultural or bicultural context and projects activities.

7) Methods of second language learning: through integration of curriculum content; cognitive-generative, experiential; linguistically structured audio-lingual method.

8) Extent of instruction through each language at each grade level.

9) Sequence of teaching reading in the dominant and second languages; sequential or concurrent.

10) Patterns of bilingual teaching; exclusive use of one language at a time or free language alternation; use of one bilingual teacher or a team, each teaching through his dominant language.

11) Criteria for and extent of student grouping and peer learning.

12) Curriculum materials utilized and developed.

13) Innovative curriculum patterns.

14) Cognitive and affective development strategies.

II. Methods of Data Acquisition and Verification

The first task was the identification and selection of process variables related to the long-range objectives which most projects shared for their students:

Student Objectives:

1) enhanced learning and achievement in school

2) increased communication and thinking skills in both languages

3) enhanced self-esteem

4) increased knowledge and pride in one's ethnic heritage

5) an understanding of the diversity of American culture - the "Nation of Immigrants"

6) improved interpersonal and intergroup behavior among the students

Background

The Modeling Innovative Programs Unit was initiated under Title VII in June, 1970, as part of the Hunter College component of the New York City Bilingual Consortium, Project B.E.S.T. The Modeling Innovative Programs Unit was one of the consortium efforts initiated by the USOE to coordinate data from all of the Title VII programs.

During the first two years the Coordinator was directly responsible to two program officers of the Bilingual Programs Branch, USOE, Ms. Elizabeth Keesee and Mrs. Margaret Moore Van Naerssen, who sent the Title VII project proposals and continuation documents to the MIP Unit after approval for their release was received from the projects.

The total number of projects for which data were recorded and summarized was 125 of the overall total of 130 programs funded in 1969 and 1970 by Title VII; two had not given their approval to the USOE for release of their documents; two others were subsequently not refunded and one project's documents were lost in one of the four moves the unit made around the Hunter College Campus.

In the third year of this project another USOE program officer was assigned and in a change of emphasis, the Unit was given the responsiblity for the internal evaluation of Project BEST. The name of the unit was also changed, for clarity, to the Bilingual Education Applied Research Unit.

Staff: During the first two years the Modeling Innovative Programs Unit staff consisited of one full time Coordinator, several part time consultants and a maximum of 15 research assistants, among whom there was a great deal of turnover.

In the third year the full-time staff was increased to two with one part time research assistant. The MIP Unit was coordinated during the first year by Dr. Virginia Spaar-Rauch. Marietta Saravia Shore has coordinated the Unit since the second year, after being a consultant during the first year.

Consultants

The consultants who contributed to the development of the Content Analysis Schedule were:

1) Dr. G. Richard Tucker of McGill University, who provided an outline of areas to be covered in the Content Analysis Schedule, based on his experience in psycholinguistics and bilingual education research.

2) Dr. Eduardo Seda-Bonilla, anthropologist and former Director of Hunter's Department of Puerto Rican Studies, who structured the first draft of the Content Analysis Schedule, incorporating his insights concerning the socio-cultural variables involved.

3) Dr. Norman Shapiro, Assistant Professor at The College of the City of New York and Director of the Cooperative Educational Resources and Training Center, CCNY. who aided with the form for collecting data.

The following consultants also contributed to the Schedule's development by rating variables as to their importance in the success of bilingual programs :

4) Dr. Mari-Luci Jaramillo, Assistant Director of Instructional Services at the University of New Mexico-Cultural Awareness Center, who has taught methods of second language learning at Berkely and the University of Texas at El Paso.

5) The late Dr. Emilio Rivera Jr., former University Dean for Special Programs of SUNY at Purchase, curriculum developer, instructor in group dynamics, research consultant and poet.

6) Ms. Anna Zentella of Hunter's Department of Black and Puerto Rican Studies, whose doctoral work was done in the field of linguistics and who was Director of the Puerto Rican Forum's Basic Occupational Language Training Program.

7) George Patrick Lee, Navajo Educator.

8) Ms. Rosa Estades, who teaches sociology at Hunter and was formerly Assistant Secretary for Community Relations, Department of Education, Hatoe Rey, Puerto Rico.

9) Dr. A. Bruce Gaarder who critically read the C.A.S., and whose helpful suggestions were incorporated into the revision.

Procedure

The selection of process variables was made from three sources:

1) the project documents

2) a review of the literature

3) the consultants

Research Assistants were oriented to the task and read through proposals for assumptions and hypotheses underlying the approaches being used.

The following authors were also read for their hypotheses and assumptions underlying bilingual programs : Theodore Andersson, Noam Chomsky, Andrew Cohen, Joshua Fishman, Bruce Gaarder, Vivien Horner, Leon Jacobovitz, Vera John, William Labov, Wallace Lambert and William Mackey.

Dr. Spaar Rauch and the writer categorized and compiled the Assumptions as to Process Variables necessary for the attainment of objectives of bilingual education and asked each consultant to rate them in terms of their relevance to achieving those objectives. The consultants' rating of the Assumptions are found with that document in Appendix C.

These Assumptions included the variables which were hypothesized to be related to student outcomes. They were assumptions rather than hypotheses because often they were not specific but global; for example, this assumption from the Boston Bilingual Program: "There is a need for sensitivity training for the teachers in order that they may discover how their cultural background and environment molded their attitudes and values and what effect this has on the children in their classes".

Drawing out the assumptions involved in the procedures that bilingual programs expected would enhance students' positive attitudes to their own language and culture (which was assumed to be important to the students' achievement of greater proficiency in their language) the following variables were identified:

Target students' attitudes were assumed to be influenced by:

1) teachers' attitudes toward the target students (expectations for their achievement) and attitudes toward the target language and culture.

2) project policies involving implicit attitudes toward the target language and group: Was it a two-way, maintenance program or a transitional program? Were parents involved in planning the program?

3) parents' attitudes

4) other students' attitudes

5) the attitudes and prestige accorded to the minority language by the larger society

These variables as well as many others were sought in the content analysis of the project documents and recorded on the Schedule.

Parenthetically, in the report "target" students refers to those students whose dominant language is a language other than English: Spanish, French, Navajo, Keresan, and other Native American languages, Russian or Chinese. At times the abbreviations "N-MT" (Non-English Mother Tongue) or "N-E dom" for non-English dominant were used for brevity on the Schedule. These terms unintentionally define students by what they are not rather than what they are. Therefore, whenever possibile the students were called target students.

After working with the Assumptions a first draft of the Schedule was written by Dr. Eduardo Seda-Bonilla. See Appendix B. The Schedule was further developed by Ms. Saravia Shore to include the suggestions of Dr. G. Richard Tucker as well as other variables based on the ratings made by our consultants.

The final version of the Schedule is attached. Appendix A.
In acknowledging all the contributions of our consultants, the writer has the responsibility for the limitations of the final version of the Content Analysis Schedule.

The data for each project were recorded by our staff, primarily Graduate Research Assistants, after they read both the proposal and the continuation document for the second year of the project. In most cases, two people, a Research Assistant and the Coordinator initially, or a part time consultant, read through the project documents to check that the information recorded on the Schedule was accurate.

Since projects funded in both 1969 and 1970 were included, the information for projects funded in 1969 included approaches indicated in their second year begining in July 1970; for the projects begun in 1970, the data recorded were taken from the continuation proposal of 1971 and projected for the fiscal year through June, 1972. By the second year of the projects, some aspects which had been undefined in the first year were included. This was not always the case, however.

It should be stressed that the kind of information sought for the Content Analysis Schedule was more comprehensive than that requested by the USOE. Thus, there were many items left incomplete on the Schedule since the information was not mentioned in many of the project documents. However, when individual projects had considered those aspects worth mentioning, then the items were completed on the Schedule.

Limitations: No on site verification of projects was made except for those in New York City. However, the completed Content Analysis Schedules were sent to each project with a letter requesting the Project Director to verify the information gleaned from their documents and fill in any missing information that he or she could add.

Considering the length of the Schedule and demands made on a Project Director's time, the percent of returned, verified Schedules is high (46%) and is a credit to Title VII projects.

III. Methods of Data Analysis

In order to provide summary results and have data available for others to build on, a cross tabulation computer program for data analysis was used.

A consultant, Sheila Charas, worked on the format, the Coordinator set up the IBM sheets, and another consultant, Dr. Harry Clawar of Hunter College, wrote the cross tabulation program.

IV. Results

The format of the results is: 1) the question asked

2) the table giving results

3) interpretation of results

In the tables, the second year data of projects funded in both 1969 and 1970 are combined. However, the data from verified projects are presented separately from the data of unverified projects:

58 Verified Projects (funded in 1969 and 1970)

67 Unverified Projects (funded in 1969 and 1970)

The tables include : 1) the summary from the unverified projects; those which are based only on information from the project documents. The completed Content Analysis Schedules were sent to each project director so he or she could correct, verify, modify or add information. The unverified projects were those which were not corrected nor returned to our Unit by the staff of the project involved.

2) the summary of verified projects, those which were checked by the Project Director and to which further information was also added, conflicting data resolved or corrected and the information verified before it was returned to our Unit.

3) a composite total of both the verified and the unverified projects. While this total data includes both verified and unverified information, it does give an estimate of what the total picture of approaches was in Title VII projects in their second year of operation.

IV. RESULTS OF CONTENT ANALYSIS OF 1969 and 1970 FUNDED BILINGUAL PROGRAMS

Tables i - x. Overview of the size, scope, grade levels, funding and community context of the bilingual programs and demographic data on the students

Tables 1 - 26 Approaches to implementation

How many projects verified their Content Analysis Schedules?

Table i Percent of projects which verified their Content Analysis Schedules, grouped by the year in which the project was initially funded.

	YEAR IN WHICH PROJECT WAS INITIALLY FUNDED					
	1969		1970		TOTAL	
	%	(N)	%	(N)	%	(N)
VERIFIED PROJECTS	60	(35)	38	(23)	46	(58)
UNVERIFIED PROJECTS	51	(34)	39	(33)	54	(67)
TOTAL N		(69)		(56)		(125)

Table i. How many projects verified their Content Analysis Schedules?

Almost half (46%) of the 125 Title VII projects verified their Schedules. Each Project Director read a completed Schedule to make any additions, corrections or simply verify with a check (✓) the information that was accurately recorded and interpreted by the Modeling Innovative Program Staff. These interpretations and data were drawn from reading the project's documents; both the initial proposal and the second year continuation request.

All the projects had been sent a Schedule completed by the MIP Staff. When, after two requests, there was no response, the Schedules remained unverified.

What was the proportion of target ethnic groups in the Title VII bilingual programs?

Table ii — Proportion of target ethnic groups represented in the Title VII bilingual programs, by initial year.

TARGET GROUP	1969 Projects N=72		1970 Projects N=56[a]		Total Projects N=128	
One Target Group	%	(N)	%	(N)	%	(N)
Mexican American	73	(52)	60	(34)	67	(86)
Puerto Rican	8	(6)	5	(3)	7	(9)
Native American (Navajo, Cherokee, Pomo, Acoma, Laguna, Ute)	3	(2)	5	(3)	4	(5)
Portuguese	3	(2)	2	(1)	2	(3)
French Canadian	1	(1)	5	(3)	3	(4)
French Acadian or Creole	--	--	4	(2)	2	(2)
Chinese	1	(1)	--	--	1	(1)
Guamanian	--	--	2	(1)	1	(1)
Eskimo	--	--	2	(1)	1	(1)
More than one Target Group						
Mexican-American, Cuban, Puerto Rican, and others	7	(5)	11	(6)	8	(11)
Native American and Mexican-American	3	(2)	2	(1)	2	(3)
Puerto Rican and Chinese	1	(1)	--	--	1	(1)
Spanish and Russian	--	--	2	(1)	1	(1)

[a] Two projects dealt with curriculum development and had no target population, leaving

TARGET ETHNIC GROUPS REPRESENTED

Table ii . During the first and second year of Title VII, Spanish speaking target groups made up the majority of the students participating in bilingual programs, with 85% of the projects funded in both 1969 and funded in 1970 serving this group. Among the 1969 projects with one target group, 73% of the projects served Mexican American youngsters while 60% of the projects funded in 1970 served Mexican American students.

Puerto Rican students as a sole target group were served by 8% of the 1969 - funded projects and 5% of the 1970 - funded projects. Projects which served more than one target group including Puerto Ricans, Cubans, Mexican Americans and other Spanish - speaking students made up 7% of the 1969 - funded projects and 11% of the 1970 - funded projects.

Students of various Native American cultures participated in 6% of the projects in the two funding years, and French Canadian and French Acadian students participated in 3% of the projects. The Portuguese, Chinese, Russian, Guamanian and Eskimo students each had only 1 or 2 projects funded in 1969 and 1970.

What was the proportion of English Dominant students who participated in Title VII programs?

Table iii. Proportion of English Dominant students participating in the second year of the bilingual program, grouped by initial funding year.

		PERCENT OF ENGLISH DOMINANT STUDENTS									
		0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
1969 PROJECT (N=72)	%	20	15	24	13	13	8	4	1	2	0
	N	(14)	(11)	(17)	(9)	(9)	(6)	(3)	(1)	(2)	0
1970 PROJECT (N=54[a])	%	20	13	9	19	22	4	7	2	4	0
	N	(11)	(7)	(5)	(10)	(12)	(2)	(4)	(1)	(2)	0
TOTAL PROJECTS	%	20	14	17	15	16	7	6	2	3	0
	N	(25)	(18)	(22)	(19)	(21)	(8)	(7)	(2)	(4)	0

[a] four projects were not included; two were curriculum development projects without students, two did not specify number of English Dominant students.

PROPORTION OF ENGLISH DOMINANT STUDENTS

Table iii. shows the number of projects which had different proportions of English dominant students participating in the bilingual programs in the second year of implementation.

Among the 1969 projects, most (85%) had less than 50% English dominant students; a quarter of the projects had from 31 to 50% English dominant students. Another quarter of the projects had from 21 to 30% English dominant students and another 20% of the projects had less than 10% English dominant students. Only 7% of the projects had more than 61% English dominant students.

The pattern of 1970 projects was very similar; 83% had less than 50% English dominant students.

These data were taken from the chart which the U.S.O.E. required of the projects in their proposals. However since some of the projects assumed that Spanish surname students were Spanish dominant, instead of assessing language dominance, the number of English dominant Spanish speaking students was probably somewhat larger.

The proportion of English dominant students participating in the bilingual program was considered important for several reasons. When more than a third of the students are English dominant it is more likely that there will be give and take between the target language students and the English dominant students. In a two way program where the target language is learned and perceived as enrichment by English dominant students, the target language is accorded greater prestige for both student groups.

The inclusion of English dominant students or English monolingual students means that target language speakers can interact with English dominant peers and learn English informally. Similarly, English dominant students have the opportunity to participate in a total immersion situation for part of the day to learn a second language not only from their teachers but also from their peers who speak the target language.

How many bilingual projects had early childhood, elementary, junior high school and high school students in their programs?

Table iv. Percent of projects which indicated the grades of students in the bilingual program.

GRADE:		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Verified Projects	%	16	74	91	71	33	21	12	11	11	11	12	10	5	3
N=58	(N)	(9)	(43)	(53)	(41)	(19)	(12)	(7)	(15)	(13)	(18)	(7)	(6)	(3)	(2)
Unverified Projects	%	15	61	86	67	31	27	15	13	18	15	12	10	7	7
N=67	(N)	(10)	(41)	(58)	(45)	(21)	(18)	(10)	(9)	(12)	(10)	(8)	(7)	(5)	(5)
Total Projects	%	15	67	89	69	32	24	14	12	14	13	12	10	6	6
N=125	(N)	(19)	(84)	(111)	(86)	(40)	(30)	(17)	(15)	(18)	(16)	(15)	(13)	(8)	(7)

Table iv. How many bilingual projects had early childhood, elementary, junior high school and high school students in their programs?

GRADE LEVELS

By the second year of the program, most of the bilingual projects were operating in first and second grade, and expected to add another grade with each subsequent year of the program. 94% of the verified programs had a bilingual program in grade one; approximately three-fourths of the verified projects also had bilingual programs in kindergarten and in second grade.

Less than a third of the programs had a bilingual program in third grade and the percent of programs with higher grades decreased as the grades increased until only 11% of the verified projects had a bilingual program in the sixth grade. Only 11-12% of the verified projects had bilingual programs in the grade range from 7th to 9th grade. Similarly, only 10% of the verified projects had bilingual programs in high school (10th grade).

The pattern was very similar when verified and unverified projects were compared. Therefore the pattern of the total projects only differed by as much as 7% (in kindergarten) and usually was within 3% of the verified projects in every grade. Consequently, the percent of total projects having bilingual programs decreased with each higher grade beginni with 89% of the bilingual projects operating in 1st grade.

What were the characteristics of the communities in which the bilingual programs were implemented?

Table v. . Percent of Low Socio Economic Status Target Students in the Bilingual Program

PERCENT LOW SES TARGET STUDENTS

		1-20%	21-40%	41-60%	61-80%	81-100%
Verified Projects	%	7	17	17	22	37
N=52[a]	(N)	(4)	(9)	(9)	(11)	(19)
Unverified Projects	%	5	20	25	20	30
N=64[b]	(N)	(3)	(13)	(16)	(13)	(19)
Total Projects	%	6	19	22	20	33
N=116[c]	(N)	(7)	(22)	(25)	(24)	(38)

[a]number of projects which verified the percent of low SES target students
[b]number of unverified projects whose documents indicated that percent
[c]total number of projects which indicated that percent

PERCENT LOW SES TARGET STUDENTS

Table v. gives the percent of low socio-economic status target students in these Title VII bilingual programs. It can readily be seen that most of the projects had a high percent of such students.

59% of the verified projects indicated that from 61% to 100% of their target students were from low SES home.

More than a third of the verified projects reported from 81-100% low SES target students in their programs.

Only 7% indicated less than 20% low SES students and another 17% indicated either from 21-40% low SES students, or from 41-50% low SES.

The percent of low SES students indicated, when verified and unverified projects were totaled, was less than five percent different in any category. The target students were by and large from low SES homes.

What was the proportion of migrant students in the bilingual programs?

Table vi PERCENT OF MIGRANT STUDENTS IN BILINGUAL PROGRAMS

% of MIGRANTS:		1-10%	11-20	21-30	31-50	51-60	70-100
Verified Projects	%	54	21	13	8	4	0
N=24[a]	(N)	(13)	(5)	(3)	(2)	(1)	
Unverified Projects	%	60	17	9	6	2	6
N=35[b]	(N)	(21)	(6)	(3)	(2)	(1)	(2)
Total Projects	%	58	19	10	7	3	4
N=59[c]	(N)	(34)	(11)	(6)	(4)	(2)	(2)

Projects which indicated No migrant students: N=66

[a]number of projects which verified the percent of migrant students

[b]number of unverified projects whose documents indicated migrant students

[c]total number of projects which indicated migrant students

MIGRANT STUDENTS

Table vi. indicates that few programs had more than a range of from 1-10% of students who were migrants, while 66 projects indicated that they had no migrant students.

What size were the student populations of the bilingual programs?

Table vii. PERCENT OF PROJECTS WITH STUDENT POPULATIONS OF VARYING SIZE

		SIZE OF STUDENT POPULATION								
NUMBER OF STUDENTS:		1-49	50-99	100-199	200-299	300-399	400-499	500-749	750-999	1000-2000
VERIFIED PROJECTS	%	-	5	31	23	21	4	5	7	4
N=57	(N)	-	(3)	(18)	(13)	(12)	(2)	(3)	(4)	(2)
UNVERIFIED PROJECTS	%	2	10	15	16	21	10	6	5	15
N=67	(N)	(1)	(7)	(10)	(11)	(14)	(7)	(4)	(3)	(10)
TOTAL PROJECTS	%	1	8	22	19	21	7	6	6	10
N=124	(N)	(1)	(10)	(28)	(24)	(26)	(9)	(7)	(7)	(12)

Table vii. SIZE OF STUDENT POPULATION

There was a good deal of variation in the size of the student populations of the different bilingual programs. Project size ranged from projects with less than 50 students to more than 2000 students by the second year.

Most (75%) of the verified projects had from 100 to 400 students, with another 20% of the projects ranging from 400 - to 2000 students and only 5% with less than 100 students.

Totaling both the verified and unverified projects, most of the projects (62%) ranged in size from 100 to 400 students, with fewer (10%) projects with less than 100 students, and about 30% ranging from 400 to 1000 students.

How many schools participated in a bilingual program?

Table viii. Percent of projects with specific number of schools participating in the project.

		NUMBER OF SCHOOLS						
		1	2	3	4	5	6-10	11+
Verified Projects	%	36	25	19	7	2	9	2
N= 56	(N)	(20)	(14)	(11)	(4)	(1)	(5)	(1)
Unverifed Projects	%	34	9	12	9	12	21	3
N=66	(N)	(22)	(6)	(8)	(6)	(8)	(14)	(2)
Total Projects	%	34	16	16	8	7	16	3
N=122	(N)	(42)	(20)	(19)	(10)	(9)	(19)	(3)

Table viii

NUMBER OF SCHOOLS

While most (61%) of the verified bilingual programs were implemented in only one or two schools, the number of schools in any one project ranged up to 15, with almost 20% of the projects in 3 schools, and another 20% in from 4 to 15 schools.

When the verified and unverified projects were totaled the pattern was similar. 50% of the bilingual projects were operating in the one or two schools, 16% in 3 schools and another third of the bilingual programs were being implemented in from 4 to 15 schools under the umbrella of one project.

What were the characteristics of the communities in which the bilingual programs were implemented?

Table ix. Percent of projects which indicated demographic data.

COMMUNITY CONTEXT	Verified Projects a N=58		Unverified Projects b N=67		Total Projects c N=125	
	%	(N)	%	(N)	%	(N)
1. inner city-ghetto	17	(9)	8	(5)	12	(14)
2. major city	15	(8)	13	(8)	14	(16)
3. small city, town, suburb	22	(12)	27	(17)	25	(29)
4. rural	19	(10)	24	(15)	21	(25)
5. combination of major city, inner-city ghetto	6	(3)	3	(2)	4	(5)
6. combination of small city town, suburb, inner city	4	(2)			2	(2)
7. combination of major city, rural	17	(9)	24	(15)	21	(24)

a- number of projects which verified this community context.

b- number of unverified projects whose documents indicated this context.

c- total number of projects which indicated community context.

COMMUNITY CONTEXT

Table vi. shows the variation in the community contexts of bilingual programs. By adding the "major city" category and the "inner-city ghetto" with the category where these two were combined, the largest percent of verified projects (38%) were implemented in the context of a major city; often a ghetto of the city.

Another 26% of the verified projects were implemented in a small city, town or suburb or combination of these.

Another 19% were situated in a rural environment.

When verified and unverified projects are combined the total percent in a "major city" or "ghetto" is 30%; 27% in a "small city or suburb" and 21% were in rural areas.

Another 20% of the projects were situated in both a major city and rural area.

What was the funding pattern of the bilingual programs?

Table X. Size of grant during first year, by percent of projects within a range of funding.

		SIZE OF GRANT								
		$1-24,900	$25,000-49,999	$50,000-99,999	$100,000-149,999	$150,000-199,999	$200,000-299,990	$300,000 399,999	$400,000 499,999	$500,000-600,000
Verified Projects	%	2	14	40	24	12	8	--	--	--
N = 58	(N)	(1)	(8)	(23)	(14)	(7)	(5)	--	--	--
Unverified Projects	%	--	14	32	22	19	10	—	3	--
N = 65	(N)	--	(9)	(21)	(14)	(12)	(7)	--	(2)	--
Total	%	1	14	36	23	15	10	--	1	--
N = 123	(N)	(10)	(17)	(44)	(28)	(19)	(12)	--	(2)	--

Table X

SIZE OF GRANT

The size of the grant to initiate bilingual programs which was most frequent (40%) among the verified projects in 1969 and 1970 was from $50,000 to $100,000. Another quarter of the verified projects were funded in the range of $100,000 to $150,000, while 20% were funded from $150,000 to $300,000.

When verified and unverified projects were combined, 59% of the bilingual projects were initially funded in the range of $50,000 to$150,000, with only 15% initiated with a lower level of funding and another quarter of the projects initiated with a higher level of funding (from $150,000 -$500,000.)

How many projects assessed the attitudes of teachers in their bilingual program?

Table 1. Percent of bilingual programs which indicated they assessed teachers' attitudes.

TEACHERS ATTITUDES ASSESSED	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
1. Projects indicated assessment of teachers' attitudes (through a questionnaire)	57	(33)	40	(27)	48	(60)
2. Project indicated assessment prior to participation in project	26	(15)	3	(2)	14	(17)
3. Project indicated assessment after participation or training in project	41	(24)	27	(18)	34	(42)
4. Teachers' attitudes assessed were:						
attitudes to N-EMT students (expectations of achievement)	36	(21)	15	(10)	25	(31)
attitudes to N-EMT language or dialect	19	(11)	3	(2)	10	(13)
attitudes to N-EMT culture	24	(14)	10	(7)	17	(21)

ASSESSING TEACHER ATTITUDE

Table 1 is based on data and interpretations of documents from both the first and second year of the projects.

Somewhat less than half (48%) of the 125 projects indicated that they assessed their teachers' attitudes, for example, through a questionnaire.

A much higher percent of the verified projects (57%) indicated that they assessed teachers' attitudes than did the unverified projects (40%).

Only 14% of all the projects indicated that they assessed teachers' attitudes prior to participation in the project; of the total, 26% which did were verified and 3% were unverified.

Comparatively more projects, a third (34%) of the total, indicated assessment of teacher attitudes after some participation or training in the project.

Of those projects which indicated the content of the teacher attitudes they were exploring, those categorized, "attitudes to N-EMT students and expectations of achievement" were most frequently assessed (by 36% of verified projects but only 15% of the unverified).

Next, in order of descending frequency were, teacher "attitudes to N-EMT culture "(17% of total) and "attitude to N-EMT language or dialect("10% of total), with a consistently larger percent of verified projects reporting the assessment of teacher attitudes.

Since teachers' attitudes and expectations for the achievement of their students has been shown to be reflected in teacher behavior which encourages or discourages effort and achievement on the part of students, the relatively large number of projects (50%) which omitted this area raises questions. Was the area overlooked or was the lack of valid means of assessing teacher expectations, attitudes and behavior perhaps a factor?

What were the goals of teacher training in the bilingual programs?

Table 2. Percent of projects which indicated selected goals of teacher training.

CATEGORIZED GOALS OF TEACHER TRAINING:	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
1. Understanding of socio-cultural values and practices of target students	67	(39)	43	(29)	54	(68)
2. Cross-cultural training	26	(15)	31	(21)	29	(36)
3. Sensitivity to ethnocentricism and linguistic snobbery	19	(11)	9	(6)	14	(17)
4. Awareness of the social-emotional development of target students	40	(23)	21	(14)	30	(37)
5. Strategies for accommodating the difference learning styles of target students	38	(22)	19	(13)	28	(35)
6. Strategies for cognitive development of students	29	(17)	18	(12)	23	(29)
7. Strategies for reinforcing the self-esteem of target students	43	(25)	27	(18)	34	(43)
8. Methods of cross-cultural teaching the bicultural component	40	(23)	25	(17)	32	(40)
9. Formulation of pupil performance objectives	35	(20)	33	(22)	34	(42)
10. Methods of evaluation of pupil performance objectives	53	(31)	40	(27)	46	(58)

GOALS OF TEACHER TRAINING

Table 2 shows categorized goals of teacher training which give an indication of the priorities in terms of objectives for teacher training in the bilingual programs.

The goal most frequently indicated, by two thirds of the verified projects, was categorized as "understanding the socio-cultural values and practices of the Non-English Mother Tongue Students." "Strategies for reinforcing the self-esteem of N-EMT students" followed.

Another teacher training area indicated frequently was categorized "formulation of pupil performance objectives" (35%) and "methods of evaluati of pupil performance objectives " indicated by 53% of the verified project

Approximately a third of the projects indicated teacher training goals related to cross-cultural awareness "methods of cross cultural training" as well as "awareness of social, emotional development of N-EMT students."

Additionally, "strategies for accomodating the different learning styles of N-EMT students" was included by 28%.

Comparatively fewer projects, 23% or less, had teacher training goals categorized "strategies for cognitive development of N-EMT pupils" and "sensitivity to ethnocentrism and linguistic snobbery".

"Strategies for developing and using specific materials for bilingual project" was indicated in the documents of 22% of the unverified projects.

Other goals noted by a few projects included "deemphasize cognitive education and emphasize affective educational experiences", "develop open mindedness in regard to innovative practices in education" " more effective utilization of teaching aides" nd "accurate self-evaluation" for teachers.

What were the goals of teacher training in the bilingual programs?

Table 2. Percent of projects which indicated selected goals of teacher training.

CATEGORIZED GOALS OF TEACHER TRAINING	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
11. Adaptation of methods for home-teaching.	0		3	(2)	2	(2)
12. More effective utilization of teaching aides.	2	(1)	2	(1)	2	(2)
13. Develop open-mindedness in regard to innovative practices in education research and includes rationale for bilingual education.	7	(4)	9	(6)	8	(10)
14. To make accurate self-evaluation(teachers)	3	(2)	2	(1)	2	(3)
15. De-emphasize cognitive education and replace it with affective educational experiences for children.	2	(1)	0		1	(1)
16. To establish a climate in which good rapport and working relationships can develop.	3	(2)	8	(5)	6	(7)
17. Strategies for developing and using specific materials for bilingual project.	5	(3)	22	(15)	14	(18)
18. The teacher will develop professional growth in teaching the bilingual program.	3	(2)	3	(2)	3	(4)

What were the areas of staff development in the bilingual programs?

Table 3. Percent of projects which indicated various areas of staff development for teachers.

STAFF DEVELOPMENT AREAS:	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
1. English as their second language	19	(11)	18	(12)	18	(23)
2. The teaching of English as a Second language	48	(28)	42	(28)	45	(56)
3. The vernacular as their second language	17	(10)	24	(16)	21	(26)
4. The teaching of the vernacular as a second language	33	(19)	31	(21)	32	(40)
5. Methods of teaching other academic subjects	28	(16)	37	(25)	33	(41)
6. Methods of teaching other academic subjects in the vernacular	36	(21)	42	(28)	39	(49)
7. Teaching of the vernacular	3	(2)	3	(2)	3	(4)

AREAS OF STAFF DEVELOPMENT

Table 3. summarizes the areas of staff development offered by the bilingual projects. From the most to the least frequently mentioned were:

"The teaching of English as a second language" (45% of the total), "Methods of teaching other academic subjects in the vernacular (that is the language other than English) (39% of the projects), "Methods of teaching academic subjects other than language" (33%), "The teaching of the vernacular as a second language" (32%).

Fewer projects, less than a quarter, mentioned teacher training in " the vernacular,i.e. Spanish, as their second language" for English dominant teachers or "English as a second language" to target language teachers. Only 3% mentioned training categorized as the methods of "teaching of the vernacular".

It is noteworthy that the priority area of staff development in the bilingual programs was the "teaching of English as a second language". It is also notable that "teaching the vernacular" as such was not cited frequently but rather " teaching of academic subjects in the vernacular" was frequently indicated. Since it is hypothesized that learning and maintenance of a language is strengthened through functional use of the language, such as the learning of content areas through the vernacular, this is an important area of staff development and perhaps should be shared with the other projects. The area of cross-cultural learning in bilingual programs appeared to be missing however.

What were the qualifications of teachers in the bilingual programs prior to project training?

Table 4. Percent of projects which indicated the various qualifications of their teachers prior to project training.

TEACHER QUALIFICATIONS	Verified Projects N=58 %	(N)	Unverified Projects N=67 %	(N)	Total Projects N=125 %	(N)
1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which he will instruct	9	(5)	5	(3)	6	(8)
2. teacher must meet a specified level of communicative competence in the non-English language, determined by a structured interview	29	(17)	12	(8)	20	(25)
3. previous teaching through N-EMT (in country where it is a native language, in Peace Corps)	16	(9)			7	(9)
4. previous teaching in local area	24	(14)	12	(8)	18	(22)
5. courses in N-EMT language structure and usage						
6. courses in N-E literature	10	(6)	2	(1)	6	(7)
7. content (e.g. Social Studies) courses learned through N-EMT	26	(15)	42	(28)	34	(43)
8. any previous education through N-EMT	9	(5)	2	(1)	5	(6)
9. courses in teaching ESL	19	(11)	12	(18)	15	(19)
10. courses in methods of teaching N-EMT language	10	(7)	3	(2)	7	(9)

TEACHER QUALIFICATIONS

Table 4. The previous areas of staff development need to be related to the qualifications of teachers prior to the project training in Table 4. Following the most frequent qualification, a "teaching license or certification" (39%), the most frequently mentioned qualification was " content courses (e.g. social studies) learned through the vernacular," by a third of the projects.

The qualification next in frequency was mentioned by about 20% of the projects and was categorized, "Ability to work with and relate to young children and adults of the community". Another 20% mentioned the qualification categorized, "teacher must meet a specified level of communicative competence in the non-English language, determined by a structured interview".

"Previous teaching in local area" was also mentioned by 18%. The qualification, "courses in teaching English as a Second Language" was cited by 15%. It can be recalled that this was the most frequently cited area of staff development in the previous table , by almost half the projects. This is some measure of the importance which the bilingual projects gave to the area of English as a second language.

The qualification, "courses in the cultural heritage, values and deep culture of the students whose language was other than English" was mentioned by 12% of the projects and can be combined with the qualification which stressed demonstrated competence in this area rather than courses, "demonstate familiarity with and respect for the cultures and customs of other parts of the world."(6%). The other qualifications can be seen in Table 4.

It is notable that few projects mentioned either "previous teaching through the vernacular" or "courses in methods of teaching content in L-EFT". However this may reflect the lack of training available in these areas when the bilingual programs were in their second year.

Table 4 Continuation

What were the qualifications of teachers in the bilingual programs prior to project training?

Table 4. Percent of projects which indicated the various qualifications of their teachers prior to project training.

TEACHER QUALIFICATIONS	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
11. courses in methods of teaching content (e.g. math) in N-EMT	12	(7)			6	(7)
12. certification in ESL	3	(2)	3	(2)	3	(4)
13. certification in teaching N-EMT	9	(5)			4	(5)
14. cross cultural courses	10	(6)	3	(2)	6	(8)
15. courses in the cultural heritage, values, deep culture of N-EMT	21	(12)	5	(3)	12	(15)
16. all other qualifications, except:	19	(11)	16	(11)	18	(22)
17. teaching license or certification	40	(23)	39	(26)	39	(49)
18. from 1-5 years teaching experience	10	(6)	16	(11)	14	(17)
19. teacher must have proven proficiency in the content subjects which will be taught	7	(4)	8	(5)	7	(9)
20. ability to work with and relate to young children and adults of the community	16	(9)	25	(17)	21	(26)
21. teacher must demonstrate familiarity with and respect for the cultures and customs of other parts of the world	3	(2)	6	(4)	5	(6)

What percent of personnel were of the same ethnic/cultural background as the target students?

Table 5. Percent of project personnel of the same ethnic/cultural background as the target students.

PERCENT OF STAFF FROM TARGET CULTURE

	PROJECT DIRECTOR %	PROJECT DIRECTOR (N)	EVALUATOR %	EVALUATOR (N)
Verfied Projects N=58	60	(35)	41	(14)
Unverfied Projects N=67	51	(34)	48	(13)
Total N=125	56	(69)	44	(27)

TEACHERS		1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Verified Projects N =32	%	3	6	6	—	29	3	13	6	3	31
	(N)	(1)	(2)	(2)	—	(9)	(1)	(4)	(2)	(1)	(10)
Unverified Projects N =16	%	13	--	--	13	19	6	6	19	—	25
	(N)	(2)	--	--	(2)	(3)	(1)	(1)	(3)	—	(4)
Total N=48	%	6	4	4	4	25	4	11	11	2	29
	(N)	(3)	(2)	(2)	(2)	(12)	(2)	(5)	(5)	(1)	(14)
TEACHER AIDES											
Verified Projects N =50	%	--	--	--	--	13	--	2	5	10	70
	(N)	--	--	--	--	(5)	--	(1)	(2)	(14)	(28)
Unverified Projects N=33	%	3	--	--	--	3	--	3	6	6	79
	(N)	(1)	--	--	--	(1)	--	(1)	(2)	(2)	(26)
Total N=74	%	1	--	--	--	8	--	3	6	8	74
	N	(1)	--	--	--	(6)	--	(2)	(4)	(6)	(54)

Table 5. STAFF FROM TARGET CULTURE

There was very little information given in project documents about the language background and proficiencies of the teachers and paraprofessionals. An aspect related to the language background of the staff is presented in Table 5. which shows the percent of Project personnel of the same ethnic/cultural background as the target students.

The number of projects for which data on this teacher variable was indicated was limited (48). Of those projects which were verified, 54% indicated that half or more of their teachers were of the same culture as the target students. In that sample then, approximately half of the teachers were from the target culture and half were from other backgrounds.

More projects (73) indicated the ethnic or cultural background of their teaching aides. Of those, 99% had more than half of their aides of the same cultural background as the target students; 75% of the projects indicated that between 90-100% of their aides were of the same culture as the target students.

The cultural affiliation of the project director is one indication of the status which that culture has in that project. When the Project Director is of the same culture as the target students for example, the students see a role model with whom they may identify who has the status of an authority within the school community. As can be seen in Table 5. , a little more than half the projects (56%) were categorized as having a project director of the same culture as the target students for example, a Puerto Rican. 60% of the verified projects had a director of the same culture as the

target students, while fewer, 51% of the unverified projects, had project directors of the target culture.

The Schedule also included an item designed to ascertain whether the evaluator (s) were of the same or different culture from the target students. 44% of the total were of the same culture (41% verified) which may reflect the limited availability of evaluators from the target culture.

1-6: 8.6
7: 8.4
8: 8.5

What was the role of the teacher aide in the bilingual program?

Table 6. Percent of projects which indicated selected activities of teacher aides.

TEACHER AIDE ACTIVITY	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
1. teaching whole class	31	(18)	16	(11)	23	(29)
2. teaching small groups	78	(45)	63	(42)	70	(87)
3. tutoring individually	80	(46)	66	(44)	72	(90)
4. clerical activities	45	(26)	31	(21)	38	(47)
5. contributing to bicultural component	40	(23)	48	(32)	44	(55)
6. liaison with parents	45	(26)	31	(21)	38	(47)
7. project provides released time to teachers and aides for joint lesson planning	59	(34)	25	(17)	41	(51)
8. project provides for aides to receive course credit toward eventual certification	45	(26)	24	(16)	34	(42)

Table 6. The role of the teacher aide, who was most often of the same background as the target students, was considered a significant variable by several consultants.

Particularly if the aide were the only ethnic language speaking adult in the classroom, the status and responsibilities which were accorded to her were important to the ethnic language students in the classroom in terms of a role model of their culture.

Among the verified projects, most (80%) indicated that the aide "tutored individually" followed closely by 78% which indicated that the aide was "teaching small groups."

Almost half of the verified projects (45%) also indicated that the aide was the "liaison with parent". An equal number of verified projects indicated that the aide was responsible for "clerical activities".

Forty percent of the verified projects indicated that the aide "contributed to the bicultural component" while almost a third (31%) of the verified projects accorded the aide the responsiblity of "teaching the whole class".

For these responsibilities to be carried out most effectively, the talents and experience the aides bring with them can be extended through further training.

Almost half of the verified projects (45%) as compared to a third of the total projects "provided for aides to receive course credit toward eventual certification".

This is concrete recognition of the teaching potential of the aides. Similarly, 41% of the total projects "provided released time to teachers and aides for joint lesson planning."

Planning of this kind is necessary if the teacher and aide are to work effectively and cooperatively to meet the diverse needs of their students.

What were the Methods of Teacher Training in bilingual programs?

Table 7. Percent of projects which indicated the use of selected teacher training methods.

TEACHER TRAINING METHOD	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
1. Courses	57	(33)	49	(33)	53	(66)
2. Experiential; teaching supervised by master teacher	26	(15)	19	(13)	22	(28)
3. Workshops where teachers offer suggestions to each other	91	(53)	84	(56)	87	(109)
4. Use of video-tapes of teachers for feedback on how they are doing	31	(18)	28	(19)	30	(37)
5. Cross-cultural sensitivity training, t-groups	15	(9)	8	(5)	11	(14)
6. Interaction analysis (e.g. Flanders system)	16	(9)	13	(9)	14	(18)
7. Inter and intra school staff meetings	5	(3)	5	(3)	5	(6)
8. Research for better schools	15	(9)	6	(4)	10	(13)
9. Observation-visits to other programs or meetings, movies, lectures about other programs	9	(5)	6	(4)	7	(13)
10. Seminars and laboratory treatment of new approaches						
11. Demonstration lesson	3	(2)	5	(3)	4	(5)

METHODS OF TEACHER TRAINING

Table 7. What were the Methods of Teacher Training in Bilingual Programs?

The most popular method of teacher training was categorized, "workshops where teachers offered suggestions to each other". 87% of the total projects indicated this as one of their methods, as did 91% of the verified projects.

Attending "Courses" was the mode for more than one half of the projects; 53% of the total. Among the other methods indicated by projects "Use of videotapes of teachers for feedback on how they are doing "was indicated by almost a third (30% of the total).

Approximately 10-20% of the projects mentioned methods categorized as: "experiential; teaching supervised by master teacher" (22%), "interaction analysis e.g. Flanders system" (14%) and "cross -cultural sensitivity training" (11%).

Less than 10% mentioned "observation-visits to other programs" or "meetings, movies, lectures about other programs", "intra and inter-school staff meetings" or "demonstration lessons."

How many projects worked with a university?

Table 8. Percent of projects which indicated some affiliation with a college or university.

	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
PROJECTS AFFILIATED WITH UNIVERSITY	%	(N)	%	(N)	%	(N)
	56	(33)	57	(38)	57	(71)

PROJECT AFFILIATION WITH UNIVERSITY

Table 8. summarizes the percent of projects which were affiliated with a college or university for teacher training and/or supportive services.

More than half of the projects; 56% of the verified projects and 57% of the unverfied, were affiliated with a university.

This affiliation meant not only that a project school or schools had the supportive staff of a university but also that the university staff might become more involved in teacher training for bilingual education.

This interaction between a school and university led in some projects to the establishment of courses for training in bilingual education theory and practice and also to the establishment of undergraduate or master's degree programs with a major in bilingual education.

This affiliation therefore led to the opportunity for training of teachers for bilingual programs beyond the model program school.

Were programs maintenance or transitional?

Table 9.1 Percent of projects which indicated either a transitional policy or maintenance of the vernacular as a medium of instruction for target students and English dominant students.

PROPOSED DURATION FOR TARGET STUDENTS The target language (other than English) will be maintained in the program:	Verified Projects N=15[a]		Unverified Projects N=14[b]		Total Projects N=29[c]	
	%	(N)	%	(N)	%	(N)
1. as the alternative language of learning for as long as desired	67	(10)	72	(10)	69	(20)
2. as the medium of instruction for special subject matter (e.g. cultural heritage)	20	(3)	21	(3)	21	(6)
3. only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	13	(2)	7	(1)	10	(3)

PROJECTED DURATION FOR ENGLISH DOMINANT The target language (other than English) will be maintained in the program:	N=22[a]		N=27[b]		N=49[c]	
1. as the alternative language of learning for as long as desired	82	(18)	78	(21)	80	(39)
2. as the medium of instruction for special subject matter (e.g. cultural heritage)	18	(4)	22	(6)	20	(10)

[a] number of projects which verified their maintenance or transitional policy

[b] number of unverified projects which indicated their maintenance or transitional policy

[c] total number of projects which indicated maintenance or transitional policy

Table 9.1 Several questions on the Schedule were designed to tap the project administrators' attitudes toward the target language, for example, "Is the bilingual program a transitional or a maintenance program?"

One of the ways this item was assessed was by categorizing projects, if information was available, into three types. However, most projects were not categorized since insufficient information was given in their documents.

Of the 29 projects which were categorized, most (69%) had indicated that the target language would be maintained in the program for target students, "as the alternative language of learning for as long as desired." Another 20% were categprized as maintaining the target language, "as the medium of instruction for special subject matter".

Only 10% of those which could be categorized (only 3 projects) were "only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English".

In comparing those results with plans for the acquisition of the target language by English dominant students, more projects (49) were categorized. However, the proportion indicating each categorized response was similar to that for target students. 80% projected inclusion of the second language "as the alternative language of learning for as long as desired" and 20% projected inclusion of the second language "as the medium of instruction for special subject matter".

Were the bilingual projects one - way programs or two - way programs?

Table 9.2 Percent of two - way projects, of those projects indicating that target language was or was not taught to English monolingual students as a second language.

Verified Projects N=52[a]		Unverified Projects N=58[b]		Total Projects N=110[c]	
%	(N)	%	(N)	%	(N)
90	(47)	97	(56)	94	(103)

[a] number of projects which verified that their projects were one way or two way programs.
[b] number of unverified projects whose documents indicated whether their project was one way or two wa
[c] total number of projects which indicated this variable

Table 9.2

Still another indication of the status in which the target language, for example Spanish, is held in the bilingual program is whether Spanish is taught to the English monolingual students as a second language , that is, it is a two-way program. If Spanish is only available to the Spanish-dominant students while they learn English as a second language it is a one-way program. Table 9.2 shows that an overwhelming majority of projects (94%) were two-way programs. Of the verified projects, 90% verified that their program was two-way, with English mother tongue students learning Spanish or the other target languages as a second language.

Were the bilingual programs for language maintenance or were they transitional?

Table 9.3 Percent of projects which projected learning in the vernacular through specific grades (1-12, College) for target students.

PROJECTED GRADE:	1	2	3	4	5-6	7-9	10-12	College
Verified Projects	4%	2%	9%	17%	38%	13%	17%	
N=46[a]	N=2	N=1	N=4	N=8	N=17	N=6	N=8	
Unverified Projects			13%	10%	30%	8%	20%	2%
N=48[b]			N=6	N=5	N=18	N=4	N=14	N=1
Total Projects	2%	1%	11%	14%	37%	11%	23%	1%
N=94[c]	N=2	N=1	N=10	N=13	N=35	N=10	N=22	N=1

[a]number of projects which verified their projected language maintenance.
[b]number of unverified projects whose documents indicated projected language maintenance.
[c]total number of projects which indicated projections for language maintenance.

PROJECT POLICIES: PROJECTIONS FOR ETHNIC LANGUAGE MAINTENANCE

Table 9.3 Another way of assessing the underlying attitudes of the project staff toward the target language (e.g. Spanish) was to look at how long the project planned to maintain learning in that language. Table 9.3 summarizes the "percent of projects which projected learning in vernacular for target students through specific grades". Only a quarter of the projects projected learning in the vernacular through high school (10th through 12 grade).

Fewer (11%) have projected maintenance through junior high (7th-9th grades). Most (37%) plan for maintenance through the 5th and 6th grades with another 14% projecting maintenance of learning through the vernacular only through the 4th grade.

13% of the projects which mentioned their plans specified 3rd grade or less which would indicate a transitional rather than a maintenance bilingual program.

These percentages reflect 94 of the 125 projects. The other projects did not indicate their projections in either their documents or verification.

What proportion of time was allocated to teaching target students in their vernacular in grade 1 ?

Table 9.4 Percent of time allocated to teaching target students in their vernacular in grade 1.

PERCENT OF TIME	1-10%	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Verified Projects		3%	9%	15%	41%	3%	13%	13%		3%
N=32[a]		N=1	N=3	N=5	N=13	N=1	N=4	N=4		N=1
Unverified Projects	3%	9%	3%	9%	36%	6%	6%	14%	14%	
N=35[b]	N=1	N=3	N=1	N=3	N=13	N=2	N=2	N=5	N=5	
Total Projects	1%	6%	6%	12%	39%	5%	9%	13%	8%	1%
N=67[c]	N=1	N=4	N=4	N=8	N=26	N=3	N=6	N=9	N=5	N=1

[a] number of projects which verified time allocated in grade 1.

[b] number of unverified projects whose documents indicated time allocated in grade 1.

[c] total number of projects which indicated time allocated in grade 1.

Table 9.5 Percent of Black children in specific reading skill groups in Black participation in grade 2.

Reading skill	11-20%	21-30%	[illegible]	[illegible]	51-60%	61-70%	71-80%	81-90%
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible] a	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] b	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	N=2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] c	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	N=2

[a]number of projects which verified these data

[b]number of unverified projects whose documents indicated these data

[c]total number of projects which indicated these data

PROJECT POLICIES: AMOUNT OF TIME N-EMT STUDENTS LEARN IN N-EMT

Another indication of the status of the target language is the amount of time spent by the target students learning in their vernacular. These data are summarized in Tables 9.4-9.6. Each table shows the percent of time spent in each grade in learning in the vernacular.

In first grade 39% of the projects allocated from 41-50% of the time to learning in the vernacular. Another 37% allocated more: from 51% to 100% of the time, with 14% of the projects spending 51-70% of the day in the vernacular and another 13% spending 71-80% of the day in the vernacular. Only 9% indicated learning 81-100% of the day in the vernacular.

These data reflect the 67 projects which indicated the time allocations. The other projects did not.

The percent of time allocated to learning in the vernacular in second grade is shown in Table 9.5. The data reflect the 49 projects which indicated their time allocation for second grade. A comparatively greater percentage of projects in second grade than first allocated from 41-50% of the day to learning in the vernacular for target students.

Another 12% allocated more time: from 61-70% of the day to the vernacular, while 12% allocated less time: from 31-40% of the day. 14% allocated from 11-30% of the day to learning in the vernacular.

Only 30 projects indicated the time they allocated to learning in the vernacular for third grade N-EMT students. The results are presented in Table 9.6. The greatest percent (60%) of those projects allocated from 41-50% of their third grade day to learning in the vernacular.

Only 10% allocated more time-from 61-90% and approximately 30% of the projects allocated less. Most (17%) of those allocated 21-30% of the day to the vernacular. The percent of time allocated to teaching in the vernacular in grade 4-12 are not presented in tabular form. The percentages were very similar to those in grade 3, but fewer projects indicated this information, and fewer projects had bilingual programs in grades above the third grade.

How many years did projects state was optimal for instruction in the vernacular to continue for target students who are non-English dominant?

Table 9.7 Percent of projects which indicated the optimal number of years for instruction in the vernacular for target students.

NUMBER OF YEARS		1-3	4	5-6	7-9	10-12	13
Verified Projects	%	3%	6%	47%	24%	14%	6%
N=50[a]	(N)	(1)	(1)	(14)	(7)	(4)	(2)
Unverified Projects	%	4%	4%	25%	37%	18%	12%
N=16[b]	(N)	(1)	(1)	(4)	(6)	(3)	(2)
Total Projects	%	4%	4%	40%	29%	15%	8%
N=66[c]	(N)	(2)	(2)	(18)	(13)	(7)	(4)

[a]number of projects which verified the optimal number of years for instruction in the vernacular

[b]number of unverified projects whose documents indicated the optimal number of years

[c]total number of projects which indicated the optimal number of years

OPTIMAL DURATION FOR VERNACULAR

Table 9.7 presents the optimal number of years suggested by bilingual programs rather than the actual projections for instruction in the vernacular for target students.

Only 46 programs indicated any optimal duration which could be categorized. Among the 30 verified projects, almost half (47%) suggested between five and six years for maintenance of instruction in the vernacular. Another quarter suggested continued maintenance for 7 - 9 years while fewer (20%) suggested between 10 - 13 years and only 9% suggested less than five years.

In comparing these suggestions for longer maintenance with the projections for actual maintenance of instruction in the vernacular (Table 9.3) the difference may be explained by the limits of administrative control over an elementary school program in which the bilingual program is implemented. Only if articulation with a junior high school can be arranged could there be continuity between elementary school bilingual programs and junior high school programs or between junior high school and high school bilingual programs.

How were students recruited for the bilingual program?

Table 10. Percent of projects which indicated student recruitment patterns.

STUDENT RECRUITMENT	Verified Projects N=45[a]		Unverified Projects N=37[b]		Total Projects N=82[c]	
	%	(N)	%	(N)	%	(N)
1. English mother tongue (EMT) and Non English mother tongue (N-EMT) students are required to participate in the bilingual program	16	(7)	24	(9)	20	(16)
2. Only N-EMT are required to take program.EMT'S participation is voluntary	2	(1)	14	(5)	7	(6)
3. Both EMT and N-EMT participation is voluntary	82	(37)	62	(23)	73	(60)

[a]number of projects which verified student recruitment patterns

[b]number of unverified projects whose documents indicated student recruitment patterns

[c]total number of projects which indicated student recruitment patterns

PROJECT-PARENT INTERACTION

Table 10 Another way one can get some idea of the attitudes of project administrators concerning the target language and culture is how the project interacts with the parents of the target students. For example, are the parents asked for permission to have their children participate in the project in an interview or questionnaire, or is participation required without parental consent?

Table 10. shows the results of the question on student recruitment. Most projects, 73% of the total which indicated their recruitment policies, indicated that participation was voluntary. But 27% of the project indicated that N-EMT students were required to take the program. It is noteworthy that the percent of verified projects which were voluntary was higher, (82%), than the unverified (62%).

How many projects conducted or planned to conduct sociolinguistic surveys?

Table 11.1 Percent of projects which indicated that they had conducted or planned to conduct a sociolinguistic survey; of those projects, the groups surveyed/to be surveyed.

	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
SOCIOLINGUISTIC SURVEY	%	(N)	%	(N)	%	(N)
1. Survey made/or will be made	53	(31)	61	(41)	58	(72)
2. Groups included:						
A. Target (L-EMT) Groups:						
a. parents	40	(23)	45	(30)	42	(53)
b. children	40	(23)	36	(24)	38	(47)
c. teachers	5	(3)	8	(5)	6	(8)
d. community	9	(5)	18	(12)	14	(17)
B. English Mother Tongue Group:						
a. parents	22	(13)	36	(24)	30	(37)
b. children	28	(13)	24	(16)	26	(32)
c. teachers	2	(1)	6	(4)	4	(5)
d. community	5	(3)	13	(9)	10	(12)

1- 6.3
2- 6.6
3- 6.7
4- 6.8

What were some of the content areas of sociolinguistic surveys indicated by bilingual projects?

Table 11.2 Percent of projects which indicated specific content of sociolinguistic surveys.

SOCIOLINGUISTIC SURVEY INCLUDED:	Verified Projects N=53		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
1. Language dominance of target groups will be determined by the extent each language is used in different domains (home, church, school, work, news, TV, socializing)						
A. parents	40	(23)	37	(25)	38	(48)
B. children	43	(25)	36	(24)	39	(49)
C. teachers	10	(6)	3	(2)	6	(8)
2. N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English	31	(18)	31	(21)	31	(39)
3. EMT parents' attitudes toward their childrens learning of the N-EMT language	31	(18)	22	(15)	26	(33)
4. Children's own attitudes regarding the second language they are learning and the speakers of that language	22	(13)	10	(7)	16	(20)

If not included in sociolinguistic survey; how was the language dominance of the students determined?

Table 12. Percent of projects which indicated various ways, other than a sociolinguistic survey, of determining or inferring the students' language dominance.

MODES OF DETERMINING STUDENTS LANGUAGE DOMINANCE:	Verified Projects N=34		Unverified Projects N=35		Total Projects N=69	
	%	(N)	%	(N)	%	(N)
1. Inferred by surname	24	(8)	17	(6)	20	(14)
2. Determined by formal testing	44	(15)	57	(20)	51	(35)
3. Determined by informal means	32	(11)	26	(9)	29	(20)
4. Not indicated by any means					40	(50)

[a]number of projects which verified their modes of determining or inferring students' language dominance

[b]number of unverified projects whose documents indicated methods of determining or inferring student language dominance

[c]total number of projects which indicated modes of determining or inferring students' language dominance

DETERMINATION OF LANGUAGE DOMINANCE

Table 12 summarizes the results of another question in the Schedules "If not included in the survey, how was the-Non-English dominant student's language dominance determined?"

60% of the projects indicated the method they used to determine language dominance. Of those projects, 51% established dominance by "formal testing of student." Another 29% assessed dominance by "informal means." However, 20% "inferred dominance by use of surname" including 24% of the verified projects.

Comment: Since a curriculum designed for a Spanish-dominant child would be inappropriate for an English dominant child it is surprising that so many projects (20%) used a child's surname to infer his language dominance. The establishment of a child's language dominance would seem to be a necessity in order to place the child in a class with a teacher, peers and a curriculum from which he can benefit most. Yet 40% of the projects did not indicate how language dominance was assessed, and 20% of those who did, inferred it from the child's surname.

What methods of Second Language Teaching were used by Bilingual programs?

Table 15. Percent of projects which indicated the use of various methods of second language teachin

METHODS OF SECOND LANGUAGE TEACHING	Verified Projects N= 58		Unverified Projects N= 67		Total Projects N= 125	
	%	(N)	%	(N)	%	(N)
1. Audio-lingual habit skills or behavioral approach. Emphasis on oral communication. Includes contrastive analysis of sounds in both languages by teacher and students, student repetition of tapes and/or teacher's model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive: generalizations drawn from examples.	97	(56)	88	(59)	92	(115)
2. Transformational cognitive approach Acquiring an understanding of the structual patterns or grammatical rules of a language						
2a. Inductive-generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences (the way native language is acquired). Includes direct association between object, picture or action and word in second language.	60	(35)	39	(26)	49	(61)
2b. deductive-the cognitive code approach: initial formal study and analysis of grammatical structures, then application through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.	19	(11)	3	(2)	10	(13)
3. Grammar-Translation Method Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.	7	(2)	3	(2)	7	(4)

Table 13. The audio-lingual, habit skills approach was the method most frequently used by the 125 Title VII bilingual projects in their second year. 92% of all the projects were categorized as indicating this method and 97% of the verified projects corroborated that this method was in use.

However, about 50% of the projects were eclectic in their approach. They combined the audio-lingual method with an inductive-generative approach. In addition to structural pattern drills modeled by the teacher, 60% of the verified projects indicated that students also learned the second language through listening to peers and attempting the new language in situations which call for the student to generate sentences. Fewer (39%) of the unverified projects were categorized as indicating this approach than those that were verified (60%).

The two approaches which were least used, according to the documents, were: the deductive-cognitive code approach; that is, formal study of grammatical structures (10% of total projects) and even fewer, (3%), were using the "grammar translation" method. Instead, the direct association between an object, action, or situation and the word in the second language was the method most widely used.

Were the two languages kept separate or mixed in the classroom?

Table 11.0 Percent of projects which indicated whether languages were separated or mixed.

SEPARATE OR MIXED LANGUAGES RESPONSES CATEGORIZED:	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
1. languages are never mixed by either the teachers, aide or the pupil in any one class period; only one language is used.	9	(5)	10	(7)	10	(12)
2. the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.	36	(21)	34	(23)	35	(44)
3. the teacher uses one language exclusively within a class period, pupils are allowed to use either native or second language	28	(16)	18	(12)	22	(28)
4. the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.	19	(11)	15	(10)	17	(21)
5. the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.	31	(18)	16	(11)	23	(29)
6. content switching from one language to another by teacher during lesson.	33	(19)	26	(17)	29	(36)
7. the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.	14	(8)	16	(11)	15	(19)

MIXED OR SEPARATE LANGUAGE USAGE BY TEACHER AND OR AIDE

Table 14 indicates the great diversity in the approaches of the projects to mixing or keeping each language separate. A little more than a third of the total projects indicated an approach categorized, "the second language is used exclusively by the teacher, aide and pupils during at least a portion of the school day." This approach was corroborated by 36% of the verified projects. Only 10% of the total projects indicated that they were following an approach in which the "languages are never mixed by either the teacher, aide or pupils in any one class period; only one language is used.

Almost a third (29%) of the total projects (and a corroborated 33% of the verified projects) took a completely different approach, categorized, "constant switching from one language to another by teacher during lesson."

The next most frequently (23%) categorized approach, which 31% of the verified projects indicated that they were following was: "the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time."

A similarly flexible approach which 20% of all the projects and 28% of the verified projects indicated they were using was: "the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language."

A more mixed approach: "the teacher uses only one language; however the aide or paraprofessional uses another during the same class period; student may use either" was used by 19% of the verified projects and categorized for 16% of the total.

It was dismaying to find that 15% of the total projects (and 14% of the verified projects) were using an approach in which "the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils." The NEMT pupils can learn from the paraprofessional in the language they understand; to listen to a teacher whom they don't understand would seem to be a waste of their time and most inefficent way of learning.

				(7)
				(8)
				(9)

1.1

1.2

Did Teacher Aides in the bilingual programs teach through one or both languages?

Table 14.2 Percent of projects which indicated that their bilingual aides taught in either one or both languages.

LANGUAGE(S) USED BY TEACHERS AIDES	Verified Projects[a] N= 42		Unverified Projects[b] N= 39		Total Projects[c] N= 81	
	%	(N)	%	(N)	%	(N)
1a. Bilingual Aides instruct in only one language-their dominant language	5	(2)		(3)	6	(5)
1c. Bilingual Aides instruct in only one language-their native language even if it is not dominant	0		5	(2)	3	(2)
2. Bilingual Aides instruct in both native and second language, regardless of which is dominant.	95	(40)	87	(34)	91	(74)

[a] number of projects which verified the language(s) used by teachers aides

[b] number of unverified projects whose documents indicated the language(s) used by teachers aides

[c] total number of projects which indicated the language(s) used by teachers aides

LANGUAGES USED BY BILINGUAL TEACHERS AND AIDES

Table 14.1 There was a consensus of practice among 91% of the projects in that their bilingual teachers taught in both languages (96% of the verified corroborated) rather than teach only in their dominant language.

In the remaining 10% of the projects, whose bilingual teachers taught in only one language, 7% taught in their native language only if it were their dominant language. Only a few, 2% of the projects, indicated that their bilingual teachers would teach in the native language although it was not their dominant language.

Table 14.2 Similarly, the majority (91%) of the projects indicated that their bilingual aides instructed in both languages. Of the remaining projects whose aides only instructed in one language, 6% would instruct in their native language only if it were also their dominant language while 3% would instruct in their native language even if it were not their dominant language.

Since the relative proficiencies in each language of the bilingual teachers and aides are unknown, it is impossible to draw any conclusion about the quality of the teaching in the teacher's non-dominant language. But these data do raise questions. Is the same person the best model for both languages? Is it better for each language to be associated with a different teacher? Or is a bilingual teacher the best model for a potentially bilingual child?

Were students mixed or separated into dominant language groups?

Table 15. Percent of projects which indicated the ways students were grouped.

STUDENT GROUPING: Pupils of both linguistic groups are:	Total Projects N=78[a] %	(N)
1. always mixed for all learning	27	(21)
2. mixed for language learning	8	(6)
3. mixed for some academic subject learning	37	(29)
4. mixed for non-academic learning; art, music, gym, health	38	(30)
5. separated for native and second language learning into dominant language groups	55	(43)
6. separated for most academic subject learning into dominant language groups	24	(19)
7. never mixed for language or other academic learning	8	(6)
8. individualized instruction	3	(2)

[a]total number of projects which indicated the ways students were grouped

Table 15 indicates that there was also a diversity of approaches among the projects in their structuring of situations in which the different linguistic groups were either separated into dominant language groups or mixed. The largest percent of the total project (55%) separated the two linguistic groups into their dominant language groups only for native and second language learning, while mixing the linguistic groups for "learning some academic subjects" (37%) and "for non-academic learning; art, music, gym, health" (38%).

Another 27% of the total projects indicated that both linguistic groups were "always mixed for all learning."

In contrast, a quarter of the projects separated the linguistic groups for "most academic learning" into dominant language groups while a small percent (8%) "never mixed the linguistic groups for either language learning, or other academic learning".

The results of these differing approaches will be interesting to see. Did students who learned the second language from their teacher as a separate linguistic group, also have an opportunity to practice the second language with their peers who spoke it as their first language?

What happened to the students in the projects where the linguistic groups are "never mixed for either language learning or other academic learning"? Is it sufficient to to be mixed only for the non-academic subjects, art and music, health and gym, which are the areas of school which do not emphasize the verbal but the physical, graphic, visual and haptic modes?

How important to the maintenance of the ethnic language are the times of the day when each linguistic group is separated to learn academic content and reinforce skills in the ethnic language? What happens to the ethnic languages of the students who are "always mixed for all learning"?

Is the learning of a second language enhanced, as is predicted, by total immersion; the opportunity for English monolingual students to speak Spanish with Spanish-speaking peers?

Table 16. Related to the question of student grouping was the presence or absence of student tutoring.

Were students perceived as potential teachers of their peers? The majority of projects did not mention student tutoring, thus neglecting one of their natural resources.

However 28% of the verified projects did indicate that "cross-age tutoring" (by older pupils) was part of the learning process. 21% of the verified projecteds indicated that the tutors were college students.

Anotherquarter of the verified projects indicated that they included "peer tutoring " by students of the same age as those they were tutoring.

When looking at peer tutoring, the benefits to the tutor as well as the tutored can be recalled, in terms of enhanced self-esteem as well as reinforcement of the learning transmitted to the peer.

In this regard it is notable that among the verified projects more (16%) peer tutoring was inter-ethnic (N-EMT tutors EMT) than intra-ethnic (N-EMT tutors N-EMT) (11%).

Fewer unverified projects indicated student tutoring in their documents than did the verified projects, in every category.

Did bilingual program have student tutoring?

Table 16. Percent of projects which indicated various kinds of student tutoring.

	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
STUDENT TUTORING is:	%	(N)	%	(N)	%	(N)
1. inter-ethnic (N-EMT student tutors EMT students)	16	(9)	8	(5)	11	(14)
2. intra-ethnic (N-EMT student tutors N-EMT)	11	(6)	6	(4)	8	(10)
3. done by older children (cross age)	28	(16)	13	(9)	20	(25)
4. done by peers (same age)	25	(14)	9	(6)	16	(20)
5. done by college students	21	(12)	18	(12)	19	(24)
TEACHER AIDES GIVE TUTORING						
1. inter-ethnic (N-EMT aide tutors EMT students)	55	(32)	40	(27)	47	(59)
2. in the acqusition of native language skills	55	(32)	34	(23)	44	(55)
3. in the acquisition of second language skills	52	(30)	39	(26)	45	(56)
4. in other academic subjects	14	(8)	3	(2)	8	(10)

TEACHER AIDES AS TUTORS

More of the projects, approximately half, utilized another resource for tutoring; the teacher aide.

More than half (55%) of the verified projects indicated that the tutoring by the aide was inter-ethnic, for example, the N-EMT aide tutored EMT students "in the acquisition of second language skills". An equal percent of N-EMT aides tutored the N-EMT student in "the acquisition of native language skills" However, in only 14% of the verified projects did aides tutor "in other academic subjects".

The unverified projects also drew upon the skills of teacher aides as tutors, but less frequently, between 10-15% less projects indicated teacher aide tutoring.

How were target students' dialectical variations treated by the teacher?

Table 15.1 Percent of projects which indicated the teachers' treatment of target students' dialectical variations.

	TREATMENT OF DOMINANT LANGUAGE					TREATMENT OF SECOND LANGUAGE(ENGLIS			
	1 respected		2 corrected			1 respected		2 corrected	
	%	(N)	%	(N)		%	(N)	%	(N)
Verified Projects N = 45	75	(33)	25	(11)	N = 40[a]	68	(27)	32	(13)
Unverified Projects N = 40	80	(33)	20	(8)	N = 40[b]	80	(32)	20	(8)
Total Projects N = 87[c]	78	(66)	22	(19)	N = 80[c]	74	(59)	26	(21)

Legend: 1. The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.

2. The child's language is corrected - the teacher points out errors and demonstrates the standard form.

[a] number of projects which verified teachers treatment of target students' dialectical variations

[b] number of unverified projects whose documents indicated that treatment

[c] total number of projects that indicated such treatment

Table 17.1

Most (75%) of the verified projects indicated that they were following a common practice with regard to the target student's dialectical variations. This approach was categorized, "The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form".

This practice was also followed in relation to the child's non-standard usage of the second language (68%) .

Table 17.2 shows similarly, 80% of the project's teachers did not correct their English dominant students non-standard usage nor (78%) that of their second language, according to their documents. This compares with 25% of the verified projects whose treatment of NEMT pupils language was categorized "the child's language is corrected. The teacher points out errors and demonstrates the standard form". Slightly more projects indicated that their teachers would correct approximations or non-standard usage in the second language: 32% would correct NEMT students; 22% would correct FMT students. There was almost no difference in approach among the total projects. One project director suggested that his project encouraged both approaches; respected the child's language and corrected errors.

How were English dominant students' errors in their dominant and second language treated by the teacher?

Table 17.2 Percent of projects which indicated the teachers' treatment of students errors in language.

	TREATMENT OF DOMINANT LANGUAGE					TREATMENT OF SECOND LANGUAGE			
	1 respected		2 corrected			1 respected		2 corrected	
	%	(N)	%	(N)		%	(N)	%	(N)
Verified Projects[a] N = 36	75	(27)	25	(9)	N=35[a]	71	(25)	29	(10)
Unverified Projects[b] N = 36	83	(30)	17	(6)	N=36[b]	83	(30)	17	(6)
Total Projects[c] N=72	80	(57)	20	(15)	N=71[c]	78	(55)	22	(16)

Legend: 1. The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward the child's eventual control of the standard form.

2. The child's language is corrected - the teacher points out errors and demonstrates the standard form.

[a] number of projects that verified teachers' treatment of students' errors

[b] number of unverified projects whose documents indicated teachers' treatment

[c] total number of projects that indicated teachers' treatment of students language

[illegible]

Table [illegible].1 Percent of Products that indicated the presence of dominant and second language skills for target students.

[illegible]	[illegible] Products		[illegible] Products		[illegible] Products	
	%	(N)	%	(N)	%	(N)
I. Second language listening - specific skills and levels:						
a. comparable with dominant language skills	82	(43)	81	(44)	82	(87)
b. often a specified level of [illegible] achieved in listening [illegible] specific skills in dominant language	[illegible]	(6)	[illegible]	(8)	[illegible]	(14)
c. a specified number [illegible] attained [illegible] specific skills [illegible] dominant language tasks	[illegible]	(3)	[illegible]	(2)	[illegible]	(5)

[illegible]

[illegible]

[illegible]

What was the sequence of skills learned in the dominant and second language by English dominant students?

Table 13.2 Percent of projects which indicated the sequence of dominant and second language skills for English dominant students.

LANGUAGE SKILLS SEQUENCE FOR ENGLISH DOMINANT STUDENTS	Verified Projects N=44 a		Unverified Projects N=48 b		Total Projects N=92 c	
	%	(N)	%	(N)	%	(N)
II. Second language listening-speaking skills are learned:						
1. concurrently with dominant language skills	86	(38)	83	(40)	85	(78)
2. after a specified level of competency achieved in listening-speaking skills in dominant language	9	(4)	15	(7)	12	(11)
3. a specified period of time after listening-speaking skills in dominant language taught	5	(2)	2	(1)	3	(3)

[a] number of projects that verified their language skills sequence for English dominant students

[b] number of unverified projects whose documents indicated the language skills sequence for E Dom students

[c] total number of projects that indicated language skills sequence for E Dom students

DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

Table 18.1 and 18.2 summarize the dominant and second language skills sequence followed by bilingual projects with their non-English dominant students and their English dominant students.

Overall, the sequence of learning dominant and second language skills indicated by the projects was similar for both groups of students. Most of the verified projects indicated the same approach, that "second language listening-speaking skills are learned concurrently with dominant language listening-speaking skills". This varied from 82% for target students to 86% for English dominant students.

By contrast, only 14-18% indicated that the second language listening-speaking skills were learned "after a specified level of competency was achieved in listening speaking skills in the dominant language" or "a specified period of time after listening-speaking skills in dominant language taught". The unverified projects indicated a similar pattern.

Table 18.3 & 18.4 Most (70-80%) verified projects also followed the audio-lingual skills sequence, corroborating the previous section on approaches. "Listening-speaking proficiency precedes introduction of reading" was the mode for 76% of the verified projects in dominant language skills learning and 80% for second language learning by their target students.

The other projects (27%) indicated that "learning to read overlaps learning of listening-speaking skills" or that the skills were "taught concurrently".

The pattern for the unverified projects was very similar, as can be seen in Tables 18.3 and 18.4.

Was Audio-lingual Method: Listening, Speaking, Reading, Writing sequence, followed in teaching Target Students?

Table 18.3 Percent of projects which indicated the language skills sequence for their target students.

LANGUAGE SKILLS SEQUENCE FOR TARGET STUDENT	Verified Projects N=40[a]		Unverified Projects N=53[b]		Total Projects N=102[c]	
	%	(N)	%	(N)	%	(N)
A. In Dominant Language (vernacular)						
1. Listening - speaking proficiency precedes introduction of reading	76	(37)	70	(37)	73	(74)
2. Reading is taught concurrently with listening-speaking skills	12	(6)	17	(9)	15	(15)
3. Learning to read overlaps learning of listening-speaking skills	4	(2)	13	(7)	9	(9)
4. There is some overlap between learning to read and to write	8	(4)			3	(4)
	N=45[a]		N=53[b]		N=98[c]	
B. In English as a Second Language						
1. Listening - speaking proficiency precedes introduction of reading	80	(36)	76	(40)	79	(76)
2. Reading is taught concurrently with listening-speaking skills	11	(6)	11	(6)	11	(11)
3. Learning to read overlaps learning of listening-speaking skills	4	(2)	13	(7)	9	(9)
4. There is some overlap between learning to read and to write	4	(2)			2	(2)

[a] number of projects which verified this language skills sequence

[b] number of unverified projects whose documents indicated this sequence

[c] total number of projects which indicated this sequence

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

In what grade was second language learning introduced to target students?

Table 18.5 Percent of projects which introduced second language learning in specific grades

GRADE:		PK	K	1	2	3	4	5-6	7-9	10-12
Verified Projects	%	13	61	16	0	2	2	0	7	0
N=56[a]	(N)	(7)	(34)	(9)		(1)	(1)		(4)	
Unverified Projects	%	16	57	21					6	
N=63[b]	(N)	(10)	(36)	(13)					(4)	
Total Projects	%	14	59	19		1	1		7	
N=119[c]	(N)	(17)	(70)	(22)		(1)	(1)		(8)	

[a]number of projects which verified a grade

[b]number of unverified projects whose documents indicated a grade

[c]total number of projects which indicated a grade

GRADE WHEN SECOND LANGUAGE LEARNING WAS INTRODUCED

Table 18.5 Approximately 90% of the projects which verified the grade, as well as 90% of the total projects, introduced second language learning in early childhood classes: Pre-kindergarten, Kindergarten and Grade 1. The largest percent introduced the second language in kindergarten (61% of the verified projects; 59% of the total).

Only 2% introduced second language learning in later elementary grades while only 7% introduced second language learning in junior high school grades.

The overwhelming majority of Title VII programs initiated second language learning in the earliest years, which many hypothesize is the optimal time for learning a second language.

Was reading taught first in the vernacular to target students?

Table 19. Percent of projects which indicated whether reading was taught in the vernacular first/or concurrently in both languages to target students.

SEQUENCE OF LEARNING TO READ IN DOMINANT AND SECOND LANGUAGE	Verified Projects N=50[a]		Unverified Projects N=51[b]		Total Projects N=101[c]	
	%	(N)	%	(N)	%	(N)
Second Language reading skills are learned:						
1. concurrently with learning to read in dominant language (vernacular)	52	(26)	53	(27)	53	(53)
2. after a specified level of dominant language reading competence achieved	36	(18)	28	(14)	31	(32)
3. a specified period of time after learning to read in dominant language (e.g. a specific grade)	12	(6)	12	(6)	12	(12)
4. before learning to read in dominant language			7	(4)	4	(4)

[a] number of projects which verified the sequence of teaching reading in the dominant and second language

[b] number of unverified projects whose documents indicated that sequence

[c] total number of projects which indicated reading sequence

READING: SEQUENCE OF LEARNING TO READ IN DOMINANT AND SECOND LANGUAGE

Table 19.0 shows the variability among the bilingual projects in the sequence of learning to read in the dominant and second language. Less than half (48%) of the verified projects taught non-English Dominant students to read in their dominant language first.

Of the 48% of the projects which did provide for ethnic language students to learn to read first in the language they understood best, their vernacular, 36% indicated that second language reading skills were learned "after a specified level of dominant language reading competence was achieved." The rest, (12%) indicated that second language reading skills were learned "a specified period of time after learning to read in the dominant language."

Similarly, of the total bilingual projects, most (52%) indicated that second language reading skills for ethnic language students were learned "Concurrently with learning to read in the dominant language", while fewer, 43%, learned to read in their vernacular first. "Another 4% indicated that second language reading skills were learned "before learning to read in the dominant language."

One of the strongest rationales for bilingual programs is the chance for non-English dominant students to initially learn to read the language that they understand best. When they decode words they will then understand the meaning of the words. Since Spanish involves a further asset, the one-to-one sound-symbol correspondence of the five vowels, learning to read in Spanish is easier than learning to read in English. However, learning to read two languages at the same time which have different sound-symbol relationships would seem to be more difficult than learning one at a time. Therefore, the prevalence of this approach in the bilingual programs is surprising.

When was reading in each language introduced to target students?

Table 20.4 Percent of projects which indicated when reading in each language was introduced to target students.

	Verified Projects N=42[a]		Unverified Projects N=49[b]		Total Projects N=92[c]	
	%	(N)	%	(N)	%	(N)
I. READING INTRODUCED TO TARGET STUDENTS						
A. In vernacular						
grade: K	7	(3)	13	(6)	10	(9)
1	86	(36)	79	(39)	82	(75)
2	2	(1)	4	(2)	3	(3)
Individually, when child is ready	5	(2)	4	(2)	5	(4)
B. In Second Language	N=42[a]		N=44[b]		N=86[c]	
grade: K	2	(1)	11	(5)	7	(6)
1	75	(31)	75	(33)	74	(64)
2	14	(6)	9	(4)	12	(10)
3	2	(1)			1	(1)
Individually, when child is ready	7	(3)	5	(2)	6	(5)

[a] number of projects which verified the time reading was introduced
[b] number of unverified projects whose documents indicated introduction of reading
[c] total number of projects which indicated when reading was introduced

GRADE READING BEGUN

Table 20.1 shows that the majority of verified and unverified projects (74-86%) introduced reading in either the dominant language or the second language in first grade to target students. Only 7% introduced reading earlier, in kindergargen.

Of the remaining projects, 16% introduced reading in second grade and only 5-7% of the projects indicated that they introduced reading individually when the child was ready. Most projects gave a specific grade.

The pattern for the total projects was very similar to that of the verified projects.

Table 20.2 Similarly, the pattern for English dominant students followed that of the target students; 85% of the verified projects introduced reading, in either the dominant or second language, in the first grade.

When was reading in each language introduced to English dominant students?

Table 20.2 Percent of projects which indicated when reading in each language was introduced to English dominant students.

READING INTRODUCED TO ENGLISH DOMINANT	Verified Projects N=39[a]		Unverified Projects N=42[b]		Total Projects N=81[c]	
II. A. In English	%	(N)	%	(N)	%	(N)
Grade: K	5	(2)	10	(4)	7	(6)
1	85	(33)	86	(36)	85	(69)
2	5	(2)			3	(2)
Individually	5	(2)	5	(2)	5	(4)

	N=35[a]		N=32[b]		N=67[c]	
II. B. In Second Language						
K	3	(1)	6	(2)	5	(3)
1	71	(25)	81	(26)	76	(51)
2	20	(7)	6	(2)	13	(9)
3	3	(1)			2	(1)
Individually	3	(1)	6	(2)	5	(3)

[a] number of projects which verified when reading was introduced

[b] number of unverified projects whose documents indicated when reading was introduced

[c] total number of projects which indicated when reading was introduced

How was reading readiness determined?

Table 20.7 Percent of projects that indicated how reading readiness was determined for target students.

READING READINESS DETERMINED	Verified Projects N=79[a]		Unverified Projects N=41[b]		Total Projects N=80[c]	
	%	(N)	%	(N)	%	(N)
A. In vernacular						
1. by test of reading readiness	70	(27)	69	(28)	69	(55)
2. by informal teacher assessment	28	(11)	29	(12)	29	(23)
3. by combination of 1 and 2	2	(1)	2	(1)	2	(2)
	N=37		N=46		N=83	
B. In ESL						
1. by test of reading readiness	70	(26)	70	(32)	70	(58)
2. by informal teacher assessment	27	(10)	28	(13)	28	(23)
3. by combination of 1 and 2	3	(1)	2	(1)	2	(2)

[a] number of projects which verified their mode of determing reading readiness

[b] number of unverified projects whose documents indicated their mode of determing reading readiness

[c] total number of projects which indicated modes of determing reading readiness

Table 20.3 The majority of the verified projects (70%) determined reading readiness by "a test of reading readiness" in the vernacular and also through a test of reading readiness in the second language. The remaining third of the verified projects used "informal teacher assessment " with a few indicating that both formal and informal methods were used.

There was virtually no difference between the pattern of the veified and unverified projects.

What types of reading materials were used in the bilingual programs?

Table 20.4 Percent of projects that indicated the types of reading materials used for target students.

READING MATERIALS FOR TARGET STUDENTS	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
A. In vernacular						
1. Linguistically based	48	(28)	45	(30)	46	(58)
2. Basal readers	38	(22)	49	(33)	44	(55)
3. Dialect readers	5	(3)	6	(4)	6	(7)
4. Experience charts	47	(27)	37	(25)	42	(52)
B. In ESL						
1. Linguistically based	55	(32)	54	(36)	54	(68)
2. Basal readers	47	(27)	43	(29)	45	(56)
3. Dialect readers	3	(2)	5	(3)	4	(5)
4. Experience charts	45	(26)	31	(21)	38	(47)

TYPES OF READING MATERIAL

Table 20.4 gives a picture of the types of reading material used in the projects for target students.

For reading in the vernacular, target students more often had "linguistically based" readers (48%) than "basal readers" (38%) among the verified projects.

Approximately half of the projects favored a structured, sequential presentation of families of words and structures found in linguistically based readers, such as those from the Spanish Curriculum Development Center in Miami.

The use of "experience charts" was equally favored (by 47%). The development of experience charts by students is another way of ensuring that the material that a child is expected to read will be composed of words and structures that he understands, since he dictated them to the teacher. The use of "dialect readers" was extremely rare (only 5%).

The pattern for the combined verified and unverified projects was quite similar with only 6% using more "basal readers" and slightly fewer using "linguistically based" materials and "experience charts".

The reading materials in English as a second language for target students were also most often "linguistically based" selected by 55% of the verified projects. An approximately equal percent of projects utilized "basal readers" as did "experience charts" (45-47%) and an almost negligible percent used "dialect readers" (3%).

Was second Language Learning integrated with learning of other curriculum content? 14.0 I

Table 21.1 Percent of projects which indicated whether second language learning was integrated with other learning.

SECOND LANGUAGE LEARNING INTEGRATED WITH CONTENT	Verified Projects N=43 [a]		Unverified Projects N=57 [b]		Total Projects N=100 [c]	
	%	(N)	%	(N)	%	(N)
FOR TARGET STUDENTS						
1. Second language learning is only a separate subject; the second language is not used as a medium of instruction for other subjects.	2	(1)	2	(1)	2	(2)
2. Second language learning is both a separate subject and also a medium of instruction for other subjects.	93	(40)	94	(49)	89	(89)
3. Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	15	(7)	4	(2)	9	(9)
	N=74 [a]		N=40 [b]		N=73 [c]	
4. Academic content taught in the native language is used as the referential content of second language learning (the same content taught in the native language is taught in the second language).	79	(27)	64	(25)	71	(52)
5. Different academic content is taught in the second language from that which is taught in the native language.	21	(7)	36	(14)	29	(21)

[a] number of projects which verified this variable
[b] number of unverified projects whose documents indicated this variable

Table 21.1 shows that most (83%) of the verified projects were following a similar approach for target students: "second language learning is both a separate subject and also a medium of instruction for other subjects".

Only one project verified that, "second language learning is only a separate subject; the second language is not used as a medium of instruction for other subjects."

15% of the verified project were trying a different approach in which "second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development "thus breaking with the tradition of teaching the second language as a subject, per se.

With 100 projects indicating their approach to integration of course content with second language learning, the approach most widely used throughout the project was that of target students learning the second language both as a separate subject and integrated with the learning of other curriculum content, or as a medium of cognitive development.

CONTENT OF SECOND LANGUAGE LEARNING: SAME OR DIFFERENT

Table 21.1 More than three fourths of the projects which verified their data (79%) indicated that "academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language.)

Another approach, in which "different academic content is taught in the second language from that which is taught in the native language " was indicated by 21% of the verified projects.

73 of the 125 projects indicated whether or not the same or different content was taught in each language.

The approach of teaching different content in each language follows that of keeping each language separate and having each language serve a different function. Also implicit is the conviction that learning content in one language is sufficient; that it might be a waste of the students' time to learn the same content twice in two languages, unless the emphasis the second time was to learn the vocabulary in the second language through a brief review or lingusitic summary.

...were some of the techniques used for second language learning? 16.3

Table 22. Percent of projects which indicated various techniques used for second language learning.

SECOND LANGUAGE LEARNING	Verified Projects N=58		Total Projects N=135	
TECHNIQUES	%	(N)	%	(N)
1. pattern drills	53	(31)	53	(66)
2. dialog memorization	29	(17)	30	(37)
3. choral repetition	41	(24)	43	(53)
4. songs	79	(46)	77	(96)
5. programmed intruction	53	(31)	49	(61)
6. stories read to children	81	(47)	73	(91)
7. films, filmstrips	78	(45)	70	(87)
8. flannel or magnetic boards	55	(32)	44	(55)
9. realia, graphic displays	45	(26)	36	(45)
10. records, tapes	90	(52)	84	(105)
11. learning through direct experience with materials e.g. Montessori	66	(38)	50	(63)
12. multi-media approach	40	(23)	27	(34)
Experiental:				
13. role playing	48	(28)	49	(61)
14. puppetry	47	(27)	42	(52)
15. experience charts	48	(28)	42	(52)
16. primary typewriter	26	(15)	20	(25)
17. learning through direct experience with materials e.g. Montessori	41	(24)	29	(36)
18. activity centers-chosen by child	29	(17)	24	(30)
19. other (specify)	12	(7)	8	(10)
Learning outside the classroom:				
20. field trips	78	(45)	56	(70)
21. suggested TV programs	22	(13)	16	(20)
22. [illegible]	25	(15)	25	(31)

SECOND LANGUAGE LEARNING TECHNIQUES

Table 22. summarizes the techniques for teaching and learning the second language indicated by the projects.

The techniques indicated corroborate the eclectic approach of most projects; combining the audio-lingual method: "pattern drills" (53%) " dialogs" records and tapes "(90%), "songs" (79%) with cognitive-generative situations: "role playing," "puppetry," "experience charts" (47-48%)" dramatic play "(26%)", field trips" (78%), use of" activity centers chosen by the child" (29%)" learning through direct experience with materials" (66%), and child's use of" primary typewriter" (26%).

The majority of the projects made some use of technology to supplement the teacher. As noted above, 90% used records and/or tapes, 78% used films and film strips, 53% used programmed instruction and 22% mentioned suggested T.V. program to their students.

What were the sources of target language (language other than English) materials and textbooks?

Table 22.2 Percent of projects that indicated various sources of target language materials and texts.

	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
TARGET LANGUAGE TEXT SOURCES:						
1. are written by native speakers of that language	41	(24)	28	(19)	34	(43)
2. commercially prepared and published in countries where it is the native language	53	(31)	45	(30)	49	(61)
3. developed by the project's own bilingual staff	79	(46)	61	(41)	70	(87)
4. developed by the staff of another bilingual project	35	(20)	27	(18)	30	(38)
5. developed in conjunction with project parents	17	(10)	6	(4)	11	(14)
6. developed by or with members of N-EMT community	21	(12)	9	(6)	14	(18)
7. are culturally appropriate for N-E culture	26	(15)	18	(12)	22	(27)
8. are cross cultural	17	(10)	3	(2)	10	(12)
9. commercially prepared and published in the U.S.	78	(45)	66	(44)	71	(89)
10. are translations of U.S. texts	33	(19)	24	(16)	28	(35)
11. are coordinated with materials used in the regular subject curriculum	29	(17)	16	(11)	22	(28)

Table 22.2

SOURCES OF TARGET LANGUAGE TEXTS

Among the verified projects, the majority (79%) used texts that were either "developed by the project's own bilingual staff" or (78%)"commercially prepared and published in the U.S. ".

Since more than three fourths of the projects were utilizing commerically prepared target language texts and also had developed materials, it can be inferred that the American commercially prepared texts were not sufficient to meet the curriculum needs perceived by the project staff.

Another indication of this lack was that more than half (53%) of the verified projects indicated as a source of texts in the target language, "countries where (the target language) is the native language" and more than a third also indicated as a source of target language materials, those "developed by the staff of another bilingual project".

A third of the verified projects had also "translated U.S. texts into the target language."

Approximately 40% of the verified projects indicated that their target language materials were "written by native speakers of that language".

Only a quarter of the verified projects indicated that the target materials were "culturally appropriate for the target culture" of their students. 21% indicated the materials had been "developed by or with members of the N-FMT community " and 17% had drawn upon project parents in developing their materials. Only 17% indicated that the target language materials were cross-cultural.

More than a quarter of the verified projects indicated that the target language materials were "coordinated with materials used in the regular subject curriculum."

The pattern of the unverified projects was very similar with more than two-thirds using commercially developed U.S. texts but supplementing them with staff developed target language materials and materials from countries where the target language was the native language.

What kind of innovations in curriculum patterns were indicated by bilingual programs?

Table 23. Percent of projects which indicated curriculum patterns different from the traditional pattern.

INNOVATIVE CURRICULUM PATTERNS	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
1. Except for inclusion of M-EMT instruction the curriculum is otherwise typical or regular, for this state.	19	(11)	19	(13)	19	(24)
2. a non-graded classroom: pupils of different ages are grouped together during part of the school day	21	(12)	27	(18)	24	(30)
3. flexible or modular scheduling	24	(14)	12	(8)	18	(22)
4. small group instruction	71	(41)	49	(33)	59	(74)
5. individualized learning	66	(38)	54	(36)	59	(74)
6. open classroom	19	(11)	12	(8)	15	(19)
7. guided discovery and inquiry	28	(16)	19	(13)	23	(29)
8. a curriculum which is both child and subject-centered	48	(28)	24	(16)	35	(44)
9. others	10	(6)	3	(2)	6	(8)
10. activities which complement experience of the home, community, TV	21	(12)	10	(7)	15	(19)
11. videotaped lessons in math, social studies	5	(3)			2	(3)
12. course in coping for high school students			2	(1)	1	(1)

Table 23. graphically indicates the kinds of innovations being tried by the bilingual projects.

Only 19% of the verified projects as well as 19% of the total indicated that "except for inclusion of N-ENT instruction, the curriculum is otherwise typical for this state". It can be concluded that the majority of Title VII projects were trying some innovation. It should be noted that an innovation is relative to the practices previously implemented in a school.

The most frequent innovations were "small group instruction", by 71% of the verified projects, closely followed by "individualized learning" (66%) and an innovation categorized, "a curriculum which is both child and subject- centered" which was indicated by almost half of the verified projects (48%).

Slightly more than a quarter of the verified projects indicated that "guided discovery and inquiry "was being tried in their classrooms. "Flexible or modular scheduling" (24%) and "non-graded classrooms" with pupils of different ages grouped together for learning (21%) were two structural innovations being implemented by a quarter of the projects. Similarly, an "open classroom" was indicated by 19% of the verified projects.

Another 21% indicated "activities which complement experience of the home, community, TV," and a few, 5%, were using videotaped lessons in math or social studies.

When verified and unverified projects are grouped together, fewer innovations were indicated with the largest percent utilizing "individualized learning" and "small group instruction" (59%).

How was cognitive development in early childhood fostered?

Table 24.1 Percent of bilingual projects which indicated various ways cognitive development was encouraged in early childhood.

	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
MODES OF ENCOURAGING COGNITIVE DEVELOPMENT:	%	(N)	%	(N)	%	(N)
1. structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development	64	(37)	37	(25)	50	(62)
2. non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction	52	(30)	13	(9)	31	(39)
3. labeling and discussion of concepts related to time, space, distance, position	47	(27)	30	(20)	38	(47)
4. labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)	53	(31)	34	(23)	43	(54)
5. direct experience of processes of science through discovery, using materials rather than text; active experimentation by child; teacher's guidance rather than teacher demonstration.	50	(29)	21	(14)	34	(43)
6. direct experience of math through discovery rather than instruction	28	(16)	16	(11)	22	(27)

MODES OF ENCOURAGING COGNITIVE DEVELOPMENT

Table 24.1 shows some of the ways that bilingual programs encouraged cognitive development in early childhood.

The most widely used method was categorized, "structured environment rich with materials a child can manipulate, order, compare, and match for perceptual-motor development." 64% of the verified projects indicated that this method was being tried.

Approximately half of the verified projects were also encouraging the process of "labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes" (53%). Half of the verified projects also provided "non-verbal materials, such as Montessori materials, from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction".

50% of the verified projects also indicated they encouraged students "direct experience of science through discovery, using materials rather than text; active experimentation by child; teacher's guidance rather than teacher demonstration".

Encouragement of students' verbalization was also indicated by a little less than half of the verified projects, "labeling and discussion of concepts related to time, space, distance, position".

Fewer, less than a third, indicated "direct experience of math through discovery (with materials) rather than instruction".

Fewer bilingual projects (37% or less) which remained unverified indicated that the processes of exploration of materials, discovery and labeling and discussion of concepts were being tried.

What methods did projects utilize to enhance students' self-esteem?

Table 24.2 Percent of projects which mentioned ways they expected to increase students' self-esteem.

METHODS OF ENHANCING STUDENTS' SELF ESTEEM	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
Teacher encourages pupils to verbally express his or her feelings:	%	(N)	%	(N)	%	(N)
1. through role-playing	33	(19)	33	(22)	33	(41)
2. puppetry	43	(25)	15	(10)	28	(35)
3. language-experience approach: students dictate stories from their own experience	45	(26)	30	(20)	37	(46)
4. teacher accepts, acknowledges ideas and feelings	53	(31)	19	(13)	35	(44)
5. teacher encourages non-verbal expression of child's feelings through painting, music, dancing	47	(27)	21	(14)	33	(41)
6. teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways	36	(21)	13	(9)	24	(30)
7. teacher provides experiences leading to competency and success	50	(29)	42	(28)	46	(57)
8. teacher provides experiences where occasional failure is acknowledge as part of everyone's experience; second attempts are encouraged	24	(14)	12	(8)	18	(22)
9. other	19	(11)	21	(14)	20	(25)

MODES OF ENHANCING STUDENT SELF-ESTEEM

Table 24.2 indicates the kinds of experiences which, in addition to learning in their mother tongue and learning about their culture, the projects provided to enhance the students' self-esteem.

A little more than half the verified projects indicated that "the teacher accepts, acknowledges ideas and feelings" and 50%"provide experiences leading to competency and success."

Almost half indicated "the teacher encourages non-verbal expression of child's feelings through painting, music, dancing, and the use of the "language experience approach: students dictate stories from their own experience."

Teachers encouraged pupils to express their feelings verbally through "puppetry" in 43% of the verified projects and through "role-playing" in a third of those projects.

More than a third also indicated "teachers provide experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different ways".

Approximately a third of the verified projects also structured situations in which students could exercize self-direction and responsibility, for example: "pupils choose activities from a variety of interest centers" (33%); "pupils act as tutors for other pupils" (26%); "pupils write a bilingual newspaper for dissemination to the community" (14%); "pupils have some

Continuation

What methods did projects utilize to enhance students' self-esteem?

Table 24.2 Percent of projects which mentioned ways they expected to increase students' self-esteem.

MODES OF ENHANCING STUDENTS' SELF ESTEEM	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:	%	(N)	%	(N)	%	(N)
10. pupils act as tutors for other pupils	26	(15)	9	(6)	17	(21)
11. pupils have some options in choice of curriculum	12	(7)	5	(3)	8	(10)
12. pupils choose activities from a variety of interest centers	33	(19)	13	(9)	22	(28)
13. older pupils participate in curriculum planning and/or development	5	(3)	2	(1)	4	(4)
14. pupils write a bilingual newspaper for dissemination to the community	14	(8)	3	(2)	8	(10)
15. other	2	(1)	3	(2)	2	(3)

options in choice of curriculum" (12%).

Only 5% mentioned "older pupils participate in curriculum planning and/or development", but it must be remembered that only 14% of all the projects had junior high school bilingual programs and only 10% had high school bilingual programs. For older students, curriculum planning and more responsibilities can be handled more readily than in programs for elementary school students.

How did the bilingual projects seek community involvement in the formulation of school policies?

Table 25.1 Percent of projects which indicated various ways they sought community involvement in the formulation of school policies and programs.

COMMUNITY INVOLVEMENT IN THE FORMULATION OF SCHOOL POLICIES AND PROGRAMS IS SOUGHT THROUGH:	Verified Projects N=83 %	(#)	Unverified Projects N=67 %	(#)	Total Projects N=150 %	(#)
1. existing community groups working with program	26	(21)	24	(16)	25	(37)
2. bilingual questionnaries	40	(33)	34	(23)	37	(56)
3. community-school staff committees	40	(33)	24	(16)	33	(49)
4. community advisory groups	78	(65)	72	(48)	75	(113)
5. formal meetings open to the entire community	38	(32)	24	(16)	32	(48)
6. informal meetings with community groups	43	(36)	16	(11)	31	(47)
7. all others	12	(7)	16	(11)	14	(18)
8. project director personally seeks involvement of community in program	29	(17)	18	(12)	23	(29)
9. parents and community persons participate as resource persons in class activities and curriculum development	14	(8)	13	(9)	14	(17)
10. bilingual PTA parent meetings, clubs	5	(3)	5	(3)	5	(6)

TAPPING COMMUNITY INVOLVEMENT

Table 25.1 shows the various ways programs sought input from members of the community in the formulation of school policies and programs. "Community advisory groups" to the school was the most widely employed way of structuring continuity of input according to 78% of the verified projects.

"Meetings", both informal (43%) and formal (38%) open to the community at large as well as community groups provided another forum for exchange of information and ideas among the verified projects.

Joint "community-school staff committees" were instituted by 40% of the verified projects and another 40% distributed "bilingual questionnaires" to tap opinions of the community.

More than a third of the verified projects indicated that "existing community groups worked with the program", while close to 15% indicated "parents and community persons participate as resource persons in class activities and curriculum development."

These parental activities ranged from preparing foods to writing short stories about their early experiences which were collected and printed as a Spanish reader in the cultural component for the students.

Somewhat more than a quarter of the verified projects also indicated that the project director "personally sought involvement of the community in the bilingual program."

While somewhat fewer of the unverified projects indicated these activities in their documents, the pattern of seeking involvement from the community in developing school policies and programs was similar.

How did the school keep informed about community interests, events and problems?

Table 25.2 Percent of projects which indicated various ways they kept informed about community.

THE SCHOOL KEPT INFORMED ABOUT COMMUNITY INTERESTS, EVENTS AND PROBLEMS BY:	Verified Projects N=58		Unverified Projects N=67		Total Projects N=125	
	%	(N)	%	(N)	%	(N)
1. meetings open to the entire community conducted in both languages	33	(19)	24	(16)	28	(35)
2. community representatives to the school	57	(33)	52	(35)	54	(68)
3. bilingual questionnaire sent to the home	43	(25)	36	(24)	39	(49)
4. home visits by school personnel	55	(32)	51	(34)	53	(66)
5. all others including class visits	55	(32)	25	(17)	39	(49)
6. opening school facilities to the community at large for use after school hours and on weekends	21	(12)	9	(6)	14	(18)
7. providing adult education courses	72	(42)	45	(30)	58	(72)

WAYS SCHOOL WAS INFORMED ABOUT COMMUNITY

Table 25.2 shows the activities which served to keep the bilingual programs informed about community interests, events and problems. " Adult education courses" which almost three-fourths of the verified projects provided, were one means; " community representatives to the school" was another, indicated by more than half of the verified projects.

More than 50% of the projects also mentioned "home visits by school personnel" to keep informed, and " meetings open to the community conducted in both languages" were indicated by a third of the projects.

"Opening the class to visits by parents" was another way programs provided parents with the opportunity to react to the program. Some programs also instituted a parents' room in the school where parents could visit, have a cup of coffee, talk with one another and a bilingual school staff member about their interests and concerns.

Approximately 20% of the bilingual programs which were verified "opened the school facilities to the community at large for use after school hours and on weekends."

Similar activities were provided by the unverified projects, but a smaller percent mentioned each of the ways they sought to be informed about the community context of the bilingual programs than did the verified projects.

What impact have bilingual programs had?

Table 26. Percent of projects which indicated some form of impact.

TYPES OF IMPACT	Verified Projects N=58 %	(N)	Unverified Projects N=67 %	(N)	Total Projects N=125 %	(N)
1. Project mentions that other classes in the school, but not in the program, have picked up methods or materials from the bilingual program	31	(18)	13	(9)	22	(27)
2. Project mentions other schools in the local educational system have started bilingual programs	26	(15)	13	(9)	19	(24)
3. Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs	35	(15)	15	(10)	24	(30)
4. For the first time, the Mexican-American community entered candidates in city and school elections	2	(15)	5	(3)	3	(4)
5. Each of the candidates in a recent school election responded positively to a question regarding to interact with children.	2	(1)			1	(1)
6. Inquiries regarding program, and materials	7	(4)	5	(3)	6	(7)

IMPACT OF PROGRAM

Table 26. In the second year of the 1969 and 1970 Title VII programs, the kinds of impact that bilingual projects were making included, " the institution by a university of teacher training courses concerned with bilingual education to meet staff development needs." This was indicated by more than a third of the projects. Some indication of the impact that the initiation of a teacher training program can make is the experience of Project B.E.S.T. which started with the training of six teachers in 1970 and has since instituted a masters program in education with a concentration in bilingual education which is now serving 180 teachers.

Another way that bilingual programs made an impact was, " the methods and materials of the bilingual classes were picked up by other classes in the school" in approximately a third of the verified projects. A quarter of the projects mentioned that " other schools in the local educational system had started bilingual programs" and others mentioned visitors to and inquiries about their program, and a growing political consciousness in the target community.

As legislation in various states has been passed mandating the provision of bilingual education to schools with a student population which can best be served by a bilingual program, the impact of the Title VII bilingual programs as models for instructional approaches, teacher training and curriculum development has and will continue to grow.

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TOPIC 1969 PROJECTS GROUPED BY LANGUAGE, CULTURE AND GRADE LEVEL

X = Verif. by Project	PROJECT #	CITY	STATE	LANG.	CULTURE	GRADES DURING 2ND YEAR	% ENG. DOM.	# OF STUDENTS 2ND. YEAR			
1 X	75	MARYSVILLE	CALIF.	SPAN	MEX. AMER.	PRE.K - 9	42	350			
2	88	SAN ANGELO	TEXAS	S	MA	PRE.K - 1	20	220			
3	103	SAN JOSE	CALIF	S	MA	PRE K - K	1	102			
4 X	110	FORTH WORTH	TEXAS	S	MA	PRE K - 2	21	1657			
5	132	LOS NIETOS	CALIF	S	MA	PRE K - 2	28	946			
6	173	SANTA ANA	CALIF	S	MA	PRE K, 1-4	10	342			
7 X	206	SACRAMENTO	CALIF	S	MA	PRE K - 3	39	402			
8 X	12	DEL RIO	TEXAS	S	MA	K - 2	2	731			
9 X	6	ZAPATA	TEXAS	S	MA	K - 3	9	489			
10 X	34	ABERNATHY	TEXAS	S	MA	K - 1	47	164			
11 X	29	ALBUQUERQUE	N.MEX	S	MA	K - 2	22	350			
12	108	DENVER	COLO.	S	MA	K - 1	81	85			
13	125	EL MONTE	CALIF	S	MA	K - 1	60	60			
14	133	EDINBURG	TEXAS	S	MA	K - 2	0	1230			
15	135	FRESNO	CALIF	S	MA	K - 2	40	184			
16	137	SANGER	CALIF	S	MA	K - 1	33	90			
17 X	141	REDWOOD C.	CALIF	S	MA	K - 3	33	85			
18	217	LA PUENTE	CALIF	S	MA	K - 4	60	1938			
19 X	219	LUBBOCK	TEXAS	S	MA	K - 1	14	235			
20	227	BARSTOW	CALIF	S	MA	PRE-K - 1	71	420			
21 X	229	COMPTON	CALIF	S	MA	K - 2	20	191			
22 X	283	FRESNO	CALIF	S	MA	K - 2	36	177			
23 X	310	TUSCON	ARIZ.	S	MA	PRE-K - 2	20	600			
24	60	SAN ANTONIO	TEXAS	S	MA	6 - 7 11-12	11	504			
25	231	HOUSTON	TEXAS	S	MA	K - 3,7 -12	14	1025			
26	104	LA JOYA	TEXAS	S	MA	K - 4	0	824			
27 X	200	S.BARBARA	CALIF	S	MA	K - 4	8	161			
28 X	232	LAS CRUCES	N.MEX	S	MA	K - 4	4	299			
29 X	282	STOCKTON	CALIF	S	MA	K - 4	54	932			
30	85	DEL RIO	TEXAS	S	MA	K - 5	27	738			
31 X	164	LAREDO	TEXAS	S	MA	1 - 5	5	338			
32	235	LAREDO	TEXAS	S	MA	K - 7	55	1433			
33	169	S.PAULA	CALIF	S	MA	K - 8	65	1055			
34	275	CHULA VISTA	CALIF	S	MA	K - 3, 10-12	25	622			
35 X	65	HEALDSBURG	CALIF	S	MA	1 - 2	24	109			

1969 PROJECTS GROUPED BY LANGUAGE, CULTURE AND GRADE LEVEL

X = Verif. by Project	PROJECT #	CITY	STATE	LANG.	CULTURE	GRADES DURING 2nd YEAR	% ENG. DOM.	# OF STUDENTS 2nd YEAR				
1	114	MC ALLEN	TEXAS	SPAN.	MEX. AMER.	1 - 2	0	550				
2 X	94	AUSTIN	TEXAS	S	MA	1 - 2	9	412				
3	116	NOGALES	ARIZ.	S	MA	1 - 2	4	180				
4	66	PHOENIX	ARIZ.	S	MA	1 - 2	30	200				
5	53	WESLACO	TEXAS	S	MA	1 - 2	22	408				
6 X	99	ESPANOLA	N.M.	S	MA	1 - 2	10	210				
7 X	28	ARTESIA	N.M.	S	MA	1 - 2	14	95				
8	298	S.ANTONIO	TEXAS	S	MA	1 - 2	1	1090				
9	86	AMARILLO	TEXAS	S	MA	1 - 3	42	539				
10	14	S.ANTONIO S.[illegible]	TEXAS	S	MA	1 - 4	6	1596				
11 X	81	BRENTWOOD	CALIF.	S	MA	4 - 5	83	56				
12 X	279	CALEXICO	CALIF.	S	MA	7 -10	17	240				
13	33	POMONA	CALIF.	S	MA	7 - 8	34	197				
14 X	265	PHOENIX	ARIZ.	S	MA	9 -10	25	200				
15	158	GONZALES	CALIF.	S	MA	9 -12	29	70				
16	220	ST.HELENA	CALIF.	S	MA	10 -12	20	50				
17 X	271	LANSING	MICH.	S	MA	Pre.K - 1 7 - 8	37	316				
18	288	CHICAGO	ILL.	S	CUBAN MA PR	Pre.K - 12	21	1032				
19	262	MILWAUKEE	WISC.	S	MA PR	K - 3,10-11	7	699				
20	50	PONTIAC	MICH.	S	CUBAN MA PR	Pre.K - 3	70	139				
21 X	18	NAPLES	FLA.	S	CUBAN MA PR	1 - 3	50	360				
22	37	VINELAND	N.J.	S	CUBAN PR	K - 3	33	1862				
23 X	201	ROCHESTER	N.Y.	S	PR	Pre.K - 12 7 -11	16	360				
24 X	007	NEW YORK	N.Y.	S CHIN.	PR CHIN.	Pre.K - 3	4	320				
25 X	89	PHILADELPHIA	PA.	S	PR	Pre.K - 2 4 - 6	45	3092				
26	204	NEW HAVEN	CONN.	S	PR	K, 2, 6	55	429				
27 X	212	BRONX	N.Y.	S	PR	K - 6	43	857				
28	273	SPRINGFIELD	MASS.	S	PR	Pre.K - 6	20	375				
29	274	BOSTON	MASS.	S	PR	1 - 6, 8	17	250				
30 X	207	MONTICELLO	UTAH	NAVAJO	NAVAJO	K - 2	27	210				
31 X	178	UKIAH	CALIF.	POMO S	POMO CULT.	K - 1, 6	50	120				
32	127	TAHLEQUA	OKLA.	CHERO	CHERO	K - 3	39	415				
33	22	GRANTS	N.M.	NAVAJO S	NAVAJO CULTURE	1 - 4	48	372				
34				INTER-STATE								
35 X	38	PROVIDENCE	R.I.	PORTU GUESE	PORTU GUESE	K - 3	50	200				
36 X	272	ARTESIA	CALIF.	PORTU GUESE	PORTU GUESE	K - 12	28	227				
37 X	228	WILTON	N.H.	FRENCH CANAD	FRENCH CANAD.	1 - 3	67	115	150			
38 X	221	S.FRANCISCO	CALIF.	CHIN.	CHIN.	1 - 2	6	148				

BEARU 3

TOPIC 1970 PROJECTS GROUPED BY LANGUAGE, CULTURE AND GRADE LEVEL

X = Verif. by Project	PROJECT #	CITY	STATE	LANG.	CULTURE	GRADES DURING 2ND YEAR	% ENG. DOM.	# OF STUDENTS 2ND YEAR			
1	422	GALVESTON	TEX	SPAN	MEX AMER	PRE.K - K	16	180			
2	510	LA SALLE	COL	S	MA	PS - 1	50	300			
3 X	496	ALICE	TEX	S	MA	K - 1 - 2	0	270			
4 X	380	AUBURN	CAL	S	MA	K - 2	50	390			
5 X	434	YAKIMA	WASH	S	MA	K - 1	74	97			
6	431	FOUNTAIN VALLEY	CAL	S	MA	PRE.K	64	75			
7	359	RIVERSIDE	CAL	S	MA	1-4, 9, 10	22	585			
8 X	429	ROWLAND HTS	CAL	S	MA	K - 1	34	120			
9 X	419	EL MONTE	CAL	S	MA	K - 1	39	360			
10	389	CORPUS CHRISTI	TEX	S	MA	K - 1	0	300			
11	385	COLORADO CITY	TEX	S	MA	K - 1	48	213			
12	483	SAN ANTONIO	TEX	S	MA	K - 2	5	720			
13	459	KINGSVILLE	TEX	S	MA	K - 2	10	205			
14 X	416	ORANGE GROVE	TEX	S	MA	K - 2	30	208			
15	467	CALDWELL	IDAHO	S	MA	1 - 2	12	240			
16 X	339	EL PASO	TEX	S	MA	K - 1	0	873			
17 X	441	MONTEBELLO	CAL	S	MA	K, 3	90	867			
18 X	466	SAN JOSE	CAL	S	MA	K, 2	46	150			
19	222	LOS ANGELES	CAL	S	MA	K, 2	33	1,518			
20 X	383	ESCONDIDO	CAL	S	MA	K, 3	50	210			
21	452	VISALIA	CAL	S	MA	K - 3	50	16			
22	386	SAN FRANCISCO	CAL	S	MA	K - 3	36	268			
23	482	PORT ISABEL	TEX	S	MA	K - 3	n.s.	383			
24 X	347	PICO RIVERA	CAL	S	MA	K, 1 - 4	47	240			
25	475	SOMERTON	ARIZ	S	MA	K - 1	30	120			
26	451	GILROY	CAL	S	MA	K - 1	30	60			
27	418	LAS VEGAS	N MEX	S	MA	1 - 2	6	460			
28	358	RIVERSIDE	CAL	S	MA	no documents					
29	449	CUCAMONGA	CAL	S	MA	3 - 5	40	220			
30 X	362	EDINBURG	TEX	S	MA	K, 1 - 4	0.5	723			
31	492	DEL VALLE	TEX	S	MA	1 - 7	50	210			
32	504	ORANGE	CAL	S	MA	7 - 9	20	120			
33 X	455	KING CITY	CAL	S	MA	9, 10	20	100			
34											
35											

BANK 4

TOPIC 1970 PROJECTS GROUPED BY LANGUAGE, CULTURE AND GRADE LEVEL

X = Verif. by Project	PROJECT #	CITY	STATE	LANG.	CULTURE	GRADES DURING 2ND YEAR	$ EXP. DOM.	# OF STUDENTS 2ND YEAR				
1 X	330	BROOKLYN	NY	SPAN	PR	PS - 1	22	130				
2	328	BROOKLYN	NY	S	PR	K - 2	53	280				
3 X	448	SAN BERNARDINO	CAL	S	MA	K - 1, 4,5	50	360				
4 X	333	NEW YORK	NY	S	PR	7 - 9	34	175				
5 X	340	LORAIN	OHIO	S	MA PR	K - 1, 2	41	340				
6 X	420	NEW YORK	NY	S	Cuban PR	K - 3	40	1,250				
7	501	HOBOKEN	NJ	S	Cuban PR	K - 2, 7-8	50	470				
8 X	336	SANTA FE	NM	S	Span. Amer.	1, 2	16	131				
9	417	UNION CITY	NJ	S	Cuban PR	PRE.K - 2	33	360				
10	503	GARY	IND	S	Cuban MX, PR	PS - K	14	243				
11	465	HARDIN	MONT	Crow	Amer. Ind.	K - 6	7	406				
12	360	CHINLE	ARIZ	Navajo	Amer. Ind.	PRE.K - 10	6	389				
13 X	326	DURANT	OKLA	Choctaw	Amer. Ind.	1, 2	64	346				
14	363	CORTEZ	COLO	Ute, Navajo	Span. Amer.	K - 1	62	377				
15					Ute, Navajo							
16	463	LEWISTON	MAINE	French	Franco Amer.	K - 1	62	370				
17	436	FRENCHVILLE	MAINE	French	Franco Amer.	K - 2	10	475				
18 X	321	ST. MARTINVILLE	LA	French	Acadian French	K - 2	43	249				
19	458	LAFAYETTE	LA	French	Cajun Creole	1, 2	53	205				
20	56	DERBY	VT	French	Canadian	1 - 4, 7,8	88	401				
21 X	351	NEW BEDFORD	MASS	Port.	Port. Amer.	K - 2	50	130				
22	509	WOODBURN	ORE	Russian Span.	Russian Span.	1, 2	36	193				
23 X	394	AGANA	GUAM	Chamorro	Micronesian	K - 1	15	187				
24	505	ANCHORAGE	ALASKA	Yuk	Eskimo	PS, 1	0	102				
25												
26	412	SAN DIEGO	CAL	This project -	is a materials acquisition does not deal with students							
27	498	MIAMI	FLA	This	is a materials development proj.							
28												
29												
30												
31												
32				132								
33				-136-								
34												
35												

SUMMARY OF THE RESULTS OF THE CONTENT ANALYSIS OF 125 TITLE VII PROGRAMS

Marietta Saravia Shore

During the seven years since the inception of programmatic activity in bilingual programs funded under Title VII, there has been a shift in the field of program evaluation from an emphasis on product, typically student results in standardized achievement tests, to concern with process, that is, to what extent were programs implemented according to their proposal; where were there discrepancies and how effectively were the programs implemented? Accountability has shifted from student output to staff input.

The RAND Corporation last year (April, 1975) published a long-awaited evaluation of federal change-agent programs, among them Title VII programs. RAND's focus was exclusively on process and their methodology consisted of interviews with administrators at the Bilingual Education Division, DHEW, USOE, at State Education offices and at Local Education Agencies as well as descriptions of 3-day site visits to 6 of the 210 bilingual programs funded under Title VII.

RAND's objectives were broad and significant: to identify factors contributing to effectively implemented change-agent programs. However, the specific processes of bilingual education program implementation were slighted.

Therefore this paper reviews the results of a study[1] which, through content analysis of 125 second year continuation proposals funded by Title VII in 1970 and 1971, indicated some of the trends in the field of bilingual education during the second year of implementation of programs initially funded in 1969 and 1970.[2] This paper further suggests that a similar follow-up study be conducted to ascertain which approaches, processes and methods are still being used and which have changed during the course of implementation of the various models of bilingual programs for different age groups and various ethnic-linguistic groups.

1 Supported by grant OE-0-0-70-3464 (280) from the Bilingual Education Division, Department of Health, Education and Welfare, U.S. Office of Education.

2 Approximatley half (46%) of the Content Analysis Schedules were verified for content by the Project Director of the project concerned.

Trends

While Title VII Guidelines included programs for students of 3 to 18 years of age, the general pattern (89%) was to fund early childhood and elementary school bilingual programs. Only 14% of the programs were also in intermediate schools (7th grade); only 10% of the programs were also in high school (10th grade). This corresponds to a generally held assumption in the field of language learning that it is easier for younger children than adolescents to acquire a second language and become bilingual.

The majority of the projects (85%) were designed to serve Spanish-speaking students, most of whom (60% funded in 1970) were Mexican American. However, 7 other cultural-linguistic groups were served in the first two years, which today has expanded to include 20 different languages.

The students in the bilingual program were primarily from low socio-economic status homes. 75% of the projects reported that from 40 - 100% of their students were from low-income homes.

The structure of most projects included an instructional program for students, administrative personnel, a staff development component, curriculum development and a parental/community involvement component.

Among the projects only a third were located in a single school; another third were located in 2 - 3 schools and the rest in from 3 - 15 schools. While the strategy seems to have been to spread the bilingual program to as many schools as possible, they were perhaps spread too thin. While having a few classes in each of several schools is less threatening to regular staff, it is also more difficult for a bilingual program to become viable if teachers are isolated. More teachers and an on-site administrator can build morale and group support helpful to an innovation such as a bilingual program.

Approaches

While USOE directives such as Title VII Guidelines have changed (1974) to an exclusive concern with target students whose English is limited, in the first four years of Title VII the philosophy was different and encouraged two-way programs. In two-way programs English speaking students were included as learners of Spanish as a second language while Spanish speaking students maintained their Spanish and were learning English as a second language.

The approach of including English speaking students viewed bilingual education as an enrichment program and thus enhanced the status of Spanish in the school community. This strategy also avoided separatism and segregation of ethnic language students and enabled them to learn English from peers as well as teacher.

The results of the content analysis indicated that 94% of the projects funded in the first two years were two-way programs.

The results also indicated that in half of the projects, less than 1/3 of students were English dominant while in another third of the projects, at least 50% of the students were English dominant.

Maintenance vs. Transition

One of the unfortunate results of the change in Title VII Guidelines to an exclusive concern for students of limited English is that bilingual programs tend to be categorized as remediation rather than as an educational innovation which would be beneficial for all students. While no one views teaching a foreign language at the high school level as remediation, bilingual programs in which students maintain their ethnic language and acquire English as a second language suffer this labeling. In New York State bilingual education is administratively included under Education for the Handicapped in a N.Y. State Regents position paper on bilingual education!

Title VII Guidelines initially encouraged maintenance of the students' native language while their second language was acquired; the objective was to become fully bilingual. Recent legal decisions such as the Lau vs. Nichols decision (1974) leave the choice of the type of bilingual program open to the local district.

In order to ascertain whether projects were maintenance or transitional, in the content analysis of Title VII proposals the highest grade in which learning in the vernacular for target students was projected was sought. Of the 94 projects for which this could be determined, only a quarter projected learning in the vernacular

through high school. Most (37%) planned for maintenance through the 5th-6th grade range; a few (11%) projected maintenance through junior high school. 13% of the projects specified learning in the vernacular through 3d grade, which would indicate a transitional program.

Another indication of whether programs were maintenance or transitional was the amount of time devoted to learning in the vernacular by target students. 67 of the 111 programs with first grades indicated their time allocations while only 30 projects indicated time allocations in third grade and fewer in the grades above.

Of the projects which did indicate these data, 39% allocated from 41-50% of the day to learning in the vernacular; a quarter of the projects allocated less than 40% of the day and 37% of the projects allocated more than half of the day to learning in the ethnic language.

By third grade 60% allocated from 41-50% of the day to learning in the vernacular and only 10% allocated more. 30% of the projects allocated less than 40% of the day. Since maintenance is on a continuum, even though there was less time allocated to Spanish in third grade it was still being maintained in the sense of being given equal time. However since this reflects only 30 of the 125 projects, it cannot be considered typical since it was typical <u>not</u> to specify time allocation.

The Multicultural Myth

Title VII Guidelines also initially encouraged cultural pluralism, proposing that the child learn in school, and appreciate, the culture of his parents. Ethnic Studies was given the school's seal of approval to become part of the curriculum. The pedagogical strategy was to strengthen the child's identity as a person who was a member of an ethnic community, and to counteract the prejudice accorded to subordinate ethnic minority groups by the larger society by fostering understanding and pride in the students ethnic group.

However, there was no methodology for implementing a curriculum which hypothetically accorded prestige to the students' ethnic culture while at the same time was geared to their assimilation into mainstream American society and values.[1]

This aspect was therefore dealt with superficially by most proposals; celebrating holidays and learning the stereotypes associated with Spanish cultures. There were exceptions. Some of the Native American projects taped and transcribed oral histories from the tribal elders, printed books of legends and stories for students and included native crafts in art classes. One Mexican American project asked parents to contribute stories and recollections from their childhood which became reading material for the students in both languages. However, the possible clashes of cultural values between those of the home and those of the school were not acknowledged.

The ethnic background of the staff was not indicated for many of the projects, however some trends could be seen. A little more

[1] It is noteworthy that the operational definition of program success was the Title VII requirement that target students be evaluated with standardized tests.

than half of the projects had project directors of the same ethnic background as the target students. Similarly (from data from less than half of the projects) in most of those approximately half the teachers were of the student's ethnic background while three-fourths of the projects indicated that between 90-100% of their teaching aides were of the same culture as the target students.

While all projects were prompted by Title VII Guidelines to include a parental component in the program, only a little more than half of the projects had or said they intended to carry out a sociolinguistic survey to determine, not only which language(s) were spoken in the home, but parental attitudes to maintenance: whether it be maximal maintenance or minimal maintenance of their home language or complete transition to English. Only 31% of the projects mentioned including such a question on a survey of parental attitudes. However, more than three fourths of the projects reported seeking input from "community advisory groups" and meetings open to the community, while only 15% indicated that parents or community persons participate as resources in class activities or curriculum development.

Staff Development

Due to the innovative nature of bilingual education, while the students were learning in bilingual classrooms, their teachers were also engaged in the learning process; learning their new role as bilingual teachers, the new organization of bilingual classrooms and methods of teaching and assessing student progress in both languages.

The most frequently mentioned method of teacher training was workshops where teachers offered suggestions to each other. In teacher training, 57% of the projects were affiliated with a university, and attending courses was the mode of teacher training for more than half of the projects. Another quarter mentioned experiential methods such as teaching supervised by a Master Teacher.

University affiliation worked not only to train teachers in the schools but to stimulate staff development in the colleges and to encourage development of graduate and undergraduate programs in bilingual education.

The content analysis of proposals showed that there was some discrepancy between the proposals' stated objectives of staff development and the courses being offered. The trend was in the direction of offering courses in "English as a Second Language" (45%) and "methods of teaching other subjects in the students' vernacular" (Spanish), (39%) and other language-related courses. Few projects mentioned courses in cross-cultural content or methodology although this had been a stated objective for staff development.

Student Instructional Program:

Approaches to Second Language Learning

The audiolingual habit skills/behavioral approach to learning English as a second language was used by virtually all the bilingual programs (92%). This approach emphasizes oral communication and student's practice of sentence patterns modeled by the teacher through repetition of structural drills and dialogues.

About half of the projects utilized an eclectic approach, combining the audiolingual method with the inductive-generative approach. In this approach students learn the second language in a way similar to that in which the first language is acquired in situations where they hear peers using the language in the context of activities, and are called upon to try to generate sentences to communicate.

Few (10%) of the projects used the deductive-cognitive code approach in which there is formal study of grammatical structures, and even fewer (3%) used the grammar-translation method which has been widely criticized.

There was a diversity of approaches among projects with regard to mixing or keeping each language separate. Only 10% of the projects indicated an approach in which "languages are never mixed by either the teacher, aide or pupils in any one class period; only one language is used." Another third of the projects did use the second language exclusively "during at least a portion of the school day". Still another third of the projects followed a completely different approach categorized "constant switching from one language to another by teachers during lesson."

Approximately a quarter of the projects used a flexible approach, either reinforcing any conversation by the child through responding in the same language or having the teacher use one language but allowing students to use either. A minority of 14% of the projects admitted to having the teacher use English and the teacher aide translate the same material for the students.

There was a consensus among projects (91%) that bilingual teachers taught in both languages rather than teach only in their dominant language or have a separate teacher associated with each language.

In structuring situations in which students of the different linguistic groups were either separated into dominant language groups or mixed, most projects did both, usually separating students for language and other academic learning and mixing them for non-academic learning; gym, art, music. Another quarter of the projects always mixed both linguistic groups for all learning. Only a small percent (8%) never mixed the linguistic groups in learning situations. Each strategy has implications for language maintenance and second language acquisition from peers. Less than a third of the projects mentioned either cross-age tutoring or peer tutoring, thus ignoring a possible resource.

Most projects, which began in kindergarten or first grade, were following the audiolingual method skills sequence in which listening precedes speaking which is followed by reading and writing. Listening and speaking skills in both languages were being learned concurrently in the majority of the projects, although the home language would have had a head start.

Less than half of the projects were teaching students to read in their vernacular first. Most were teaching reading concurrently in both the first and second language. This was surprising since one of the strongest rationales for bilingual programs is that it enables a child to learn to read the language he can decode and understand best. Spanish has the additional advantage of one to one sound-symbol

correspondence which makes it easier to learn to read Spanish than, for example, English. One explanation for this finding, which has been observed in New York City projects, is lack of administrative support by the regular school personnel to learning to read in Spanish and a push for learning to read in English as soon as possible, ignoring research which supports the benefits of the child learning to read first in his strongest language.

Another strategy being widely used (89%) was to both teach the language as a separate subject and integrate second language learning with the teaching of course content such as social studies or science. A related strategy which was followed by 70% of the projects was to use academic content taught in the vernacular as the referential content of second language learning. Fewer projects taught different academic content in each language; having each serve a different function. Implicit in teaching separate subjects in each language is that teaching a concept once in one language is sufficient; that the only reason for teaching the same content twice would be to learn the vocabulary in the second language, through a brief linguistic summary.

The bilingual program itself was an innovation and for about 20% of the projects, except for the inclusion of instruction in the vernacular, the curriculum patterns were otherwise typical for the school system. Other projects utilized innovations which they found congruent with the needs of students, such as small group instruction which was often used in classes of differing language abilities(71%). Individualized learning was also widely used. Flexible or modular scheduling and non-graded classrooms were two structural innovations

being implemented by about a quarter of the projects. The open classroom approach was being tried by about 20% of the projects and a similar percent were trying activities which complemented experiences in the home, via TV and in the community.

In addition to learning about their ethnic culture and learning through their home language, other activities were provided by many projects which were concerned with the students' affective and social development. Some of the methods being used to enhance the students' self esteem were: encouraging non-verbal expression of feelings through painting, music and dance and encouraging verbal expression through the language - experience approach to reading in which the students' words from their own experience form the basis for later reading material. Approximately a third of the projects also structured situations in which students could exercize self-direction and responsibility, such as choice of activities from a variety of learning centers, acting as tutors for other children, and writing a bilingual newspaper for dissemination to the community.

Follow up

Which of the approaches used by those initial bilingual programs have been maintained? Which have been dropped to be replaced by other methods and other approaches? Why was this done? Which models have proved most effective for various age groups? for various language and ethnic groups? What has it meant for the students to participate in bilingual, bicultural education? Has the original focus on language with the audiolingual approach broadened to integrate the learning of language through the learning of subject content, where language is not the focus of study but rather the medium of communication and

learning of social studies, science and math, literature, art and music.

Have the bilingual, multicultural programs implemented cultural pluralism? Has the culture of the ethnic groups represented by the students become a vital part of the curriculum and life of the school? How have programs implemented "bicultural" education? What are their operational definitions of "biculturalism"?

Have the perspective and relevant insights of social anthropologists relating to cultural change as an ongoing process rather than culture as a static, reified entity been brought to the awareness of the students by first becoming a part of the education of the bilingual teachers in training?

Have cultural stereotypes been maintained or have the diversity and conflicting values and intersts of various groups within a culture become part of the social studies curriculum?

Have approaches from the field of anthropology informed the multiethnic bilingual classroom; approaches such as cross cultural comparative study and the objective study of a third culture different from that of the students or the teacher, in order to learn how each culture is a system of interrelated patterns of behavior and beliefs comprising a complex way of life. These activities enable students to be able to see their own culture more objectively by encountering alternatives, seeing that all cultural behavior is learned, and to see the commonalities shared by all of us as members of the human community.

Has Social Values Clarification become a part of the curriculum to enable students and teachers to deal with the reality of

conflicting values among different cultures, for example varying expectations of and criteria for learning and competence in school? Have more alternatives in ways of learning been implemented, drawing from the culture of the target students?

Systematic follow up of the initial innovative Title VII programs to ascertain the processes being implemented after five to six years would provide some of the answers to some of these questions.

Modeling Linguistic Programs Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. _____

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant _____ Date _____

0.2 Name of Project _____

0.3 Address of Project _____

0.4 _____

0.5 _____

.05 STATE

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII.

1.1 _____

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any P..IC.. funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 _____

2.2 Year prior funding began — 2.2 _____

2.3 Prior bilingual program involved: — 2.3 _____
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 _____
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned — 2.5 _____

2.6 Concurrent program cooperating with Title VII involves: — 2.6 _____
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: — 2.7 _____
1-local 4-federal (specify)_____
2-state 5-other (specify) _____
3-university

2.8 Total Title VII grant (first year only) — 2.8 _____

2.9 Total funds for concurrent progra..(s) cooperating with Title VII — 2.9 _____

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: _____ — 3.0 _____
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program. 4.1 _____

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A.First year 4.2 A _____
B.Second year B _____
C.Third year C _____

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool	.....	7-grade 7	.....
K-Kndgtn	.....	8-grade 8	.....
PSK _____ TOTAL NO. students PS and K		9-grade 9	.....
		D _____ TOTAL students gr. 7-9	
1-grade 1	.....	10-grade 10	.....
2-grade 2	.....	11-grade 11	.....
3-grade 3	.....	12-grade 12	.....
4-grade 4	_____	C _____ TOTAL students gr. 10-12	
5-grade 5	_____		
6-grade 6	_____		
A _____ TOTAL students gr. 1-6			

4.4 1-All classes graded 4.4 _____
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: .....

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT	II E-Dom - NEMT	NE dom I N-EMT	----	----
2. Total English Mother-Tongue		II_2 E-Dom - EMT	E dom NEMT II_1	----	----
			E-Dom EMT II_2	----	----
	I Total Non-English Dominant:	II Total English Dominant:	Total E-Dom II= $II_1 + II_2$	----	----

INF:	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

		Number	Per Cent of Total Students	If inferred, check (✓)
Indigenous Americans:				
A1 Navajo	A1	.....	.....%	.....
A2 Cherokee	A2	.....	.....%	.....
A3 Other (specify)	A3	.....	.....%	.....
A TOTAL No. of American Indian	A	.....	.....%	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	.....	.....%	.....
B2 Puerto-Rican	B2	.....	.....%	.....
B3 Cuban	B3	.....	.....%	.....
B4 Other Spanish-American (specify)	B4	.....	.....%	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	.....%	.....
C Portuguese-American	C	.....	.....%	.....
D Franco-American	D	.....	.....%	.....
F Chinese-American	F	.....	.....%	.....
G Eskimo	G	.....	.....%	.....
H Russian	H	.....	.....%	.....
J Other	J	.....	.....%	.....
I TOTAL number of M-ENT target students		.....	.....%	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	E1	.....	.....%	.....
E2	E2	.....	.....%	.....
II TOTAL number of ENT students other than target population		.....	.....%	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 .....

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
2	___	English	...	...	...	...	...	...	...	...
A	____	American Indian	...	...	...	...	...	...	...	...
A1	....	Navajo	...	...	...	...	...	...	...	...
A2	....	Cherokee	...	...	...	...	...	...	...	...
A3	....	Keresan	...	...	...	...	...	...	...	...
A4	....	Other (spec.)	...	...	...	...	...	...	...	...
B	....	Spanish	...	...	...	...	...	...	...	...
C	....	Portuguese	...	...	...	...	...	...	...	...
D	....	French	...	...	...	...	...	...	...	...
F	....	Chinese	...	...	...	...	...	...	...	...
G	....	Eskimo	...	...	...	...	...	...	...	...
H	....	Russian	...	...	...	...	...	...	...	...
J	....	Other (spec.)	...	...	...	...	...	...	...	...

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5.6 Recruitment of Students: 5.6 _____

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C 5.7 _____
n.s. - not specified on the chart

5.8 Community Characteristics (mark all that apply) 5.8 _____

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. _____
B. Average family income, if mentioned B. _____
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 _____
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 _____
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey

	I for N-LMT group	II for LMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.1 I .....
II .....

6.2 If a sociolinguistic survey was or will be made, mark all groups included.

	I N-LMT	II LMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	_____	_____
5 others (specify)	_____	_____

6.2 I .....
II .....

6.3 Language dominance of N-LMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A .....
B .....
C .....

	USE NON-ENGLISH LANG.				USE ENGLISH			
DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	.....	.....	.....	.....	.....	.....	.....	.....
2 Church	.....	.....	.....	.....	.....	.....	.....	.....
3 School	.....	.....	.....	.....	.....	.....	.....	.....
4 Work	.....	.....	.....	.....	.....	.....	.....	.....
5 Socializing	.....	.....	.....	.....	.....	.....	.....	.....
6 Neighborhood	.....	.....	.....	.....	.....	.....	.....	.....
7 film-TV-radio	.....	.....	.....	.....	.....	.....	.....	.....
8 magazines, news	.....	.....	.....	.....	.....	.....	.....	.....
9 others (specify)	.....	.....	.....	.....	.....	.....	.....	.....

6.4 If not included in survey, how was student's language dominance determined? 6.4 I_____ II_____

	I M-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5_____

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 M-EMT parents' attitudes toward maintenance of child's M-EMT in particular domains of use or complete shift to English 6.6_____
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the M-EMT language 6.7_____
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8_____
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward M-EMT maintenance determined? 6.9_____
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned 6.10 _____

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

.... Language dominance not specified
.... Mother tongue not specified
.... not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

		A-Monolingual	B-Bilingual
I	H E Dom. MEMT	N=	N=
II	E Dom EMT	N=	N=
II_1	E Dom MEMT	N=	N=

A Total Number Monolingual .....

B Total Number Bilingual .....

Total Number of Teachers N .....

7.1

		No.	%
I	A	___	___
I	B	___	___
II	A	___	___
II	B	___	___
II_1	A	___	___
II_1	B	___	___
	A	___	___
	B	___	___
	N	___	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(Indicate non-English language in each box)

_____Language dominance not specified
_____Mother tongue not specified
_____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II$_1$ E Dom N-EMT		

7.2	No.	%
I A	___	___
I B	___	___
II A	___	___
II B	___	___
II$_1$ A	___	___
II$_1$ B	___	___
A	___	___
B	___	___
N	___	

A Total Number Monolingual _____

B Total Number Bilingual _____

N Total Number of aides or paraprofessionals _____

7.3 Language(s) used by bilingual teachers: 7.3_____
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

O-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4_____
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

O-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
_____	_	_	_____	_	_	_____	_____	_	_
_____	_	_	_____	_	_	_____	_____	_	_
_____	_	_	_____	_	_	_____	_____	_	_
	_	_	_____	_	_	_____	_____	_	_

O-not specified

7.5 Selection of M-EMT teachers from local community
0-not specified

Number of M-EMT program teachers from local community ____ 7.5 No. ___ % ___
and % ____ of total M-EMT teachers.

7.7 Number and Proportion of teachers and aides of same cultural background as M-EMT students:
indicate specific percent on the blank, or if specified descriptively,

7.7 A No. ___ % ___
B No. ___ % ___

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 ___ no.'s ___

n.s.-qualifications not spcified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ___ previous teaching through M-EMT (in country where it is a native language, in Peace Corps)
4. ___ previous teaching in local area
5. ___ courses in M-EMT language structure and usage
6. ___ courses in M-E literature
7. ___ content (e.g. Social Studies) courses learned through M-EMT
8. ___ any previous education through M-EMT
9. ___ courses in teaching ESL
10. ___ courses in methods of teaching M-EMT language
11. ___ courses in methods of teaching content (e.g. math) in M-EMT
12. ___ certification in ESL
13. ___ certification in teaching M-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of M-EMT
16. ___ other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A _____
B _____

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas. (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	____	____
1-English as their second language	____	____
2-The teaching of English as a second language	____	____
3-X as their second language	____	____
4-The teaching of X as a second language	____	____
5-Methods of teaching other academic subjects	____	____
6-Methods of teaching other academic subjects in X language	____	____

8.2 Stated goals of teacher training are: 8.2 I _____ I _____

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of ____	____	____
2-Cross-cultural training ____	____	____
3-Sensitivity to ethnocentricism and linguistic snobbery ____	____	____
4-Awareness of the social-emotional development of ____	____	____
5-Strategies for accomodating the different learning styles of ____	____	____
6-Strategies for cognitive development of ____	____	____
7-Strategies for reinforcing the self-esteem of ____	____	____
8-Methods of cross-cultural teaching or teaching the bicultural component ____	____	____
9-Formulation of pupil performance objectives ____	____	____
10-Methods of evaluation of pupil performance objectives ____	____	____

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 _____

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 _____

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 _____
How? (specify) _____

8.6 Paraprofessional's role: 8.6 _____

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A_____ B_____

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	1___	___
2-bicultural	2___	___
3-N-NT (specify background)	3___	___

8.9 Training is provided: 8.9 _____
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training:

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) .....

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.10 A_____
B5_____
6_____
7_____

8.11 Number and Proportion of teachers attending training:

8.11 no. ___ % ___

or: if specified descriptively, indicate:

C-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply)

9.1 .....

0-not mentioned
1-to M-NT language or dialect
2-to M-NT students - expectations of achievement
3-to M-NT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) .....

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 _____

10.2 _____

10.3 Average number of pupils per class:
0-not specified

10.3 _____

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 _____

10.5 Average number of N-NT or bilingual aides (or paraprofessionals) per class:
0-not specified

10.5 _____

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by:
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 _____

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-H.T language will be maintained in program: (mark all that apply)	I	II	II_1
0-not specified how long			
1-as the alternative language of learning for as long as desired	.....	.....	.....
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

11.1 I .....
II .....
II_1 .....

11.2 How many years does project state is optimal for instruction for H-H.T group through H-H.T language to continue? 11.2 .....

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10
.. ..

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in H-H.T and English in Pre-K, H-H.T instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I .....
code: (= N.A. (if no H.T) II .....
II_1 .....

	13=	14=												
for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I - 1 BOM	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
II 2 BOM	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
II_1 3 BOM/MENT	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no BMT)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM								
II E-DOM - BMT								
III E-DOM/BMT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I_1 _____
I_2 _____
II _____

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 _____
II _____

code:	00 if no BMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II BMT														
IIb N-BMT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 _____

0=not specified/Grade	1	2	3	4	5	6	7	8	9	10	11	12

11.7 The amount of instructional time in and through their native language per day for N-BMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-BMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-BMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-E.T students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-E.T, E dom students

	11.10 Min. per day of instruction through N-E.T	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-E.T
Prek.				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-E.T-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students

11.13 ____

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English LT students

	11.14 Min. per day of instruction through N-E.T	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-E.T
Prek.				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 ____ ____

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period, only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period, students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-E.T pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply, some projects may use a combination of methods)

12.0 _____

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach requiring an understanding of the structural patterns or grammatical rules of a language.

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced:					
A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA____
	___	___	___	___	IB____
1	___	___	___	___	IIA____
2	___	___	___	___	IIB____
3	___	___	___	___	
13.6 Reading readiness is determined by:					
1-test of reading readiness	___	___	___	___	13.6 IA____
2-informal teacher assessment	___	___	___	___	IB____
					IIA____
					IIB____
13.7 Grade level reading is expected:					
1-in first grade	___	___	___	___	13.7 IA____
2-in second grade	___	___	___	___	IB____
3-in third grade	___	___	___	___	IIA____
4-in fourth grade	___	___	___	___	IIB____
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB____ IIB____

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I_____
II_____

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	___	___
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	___	___
5-Different academic content is taught in the second language from that which is taught in the native language.	___	___
0-not specified	___	___
6-other (specify)		

16.4 The sources of Non-English materials and textbooks are: 16.4_____
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-E community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5_____
0-not specified
1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1_____
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2_____

(mark all that apply)	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	_____	_____
2-small groups (specify size)	_____	_____
3-individual instruction	_____	_____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom M.T	III Eng dom NM.T
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____
n.a. not applicable (no E.dom/NM.T)	____	____	____

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1_____

no-not mentioned
0-type is not specified
1-inter-ethnic (M-E.T student tutors E.T students)
2-intra-ethnic (M-E.T student tutors M-E.T)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2_____

0-area not specified
1-inter-ethnic (M-E.T aide tutors E.T student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3_____

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0_____

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned 20.1_____
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) .....
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0____

21.0 SELF-ESTEEM

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0____

22.0 LEARNING STRATEGIES

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1_____

23.1 This program is:
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2_____
If project mentions specific values or modes of behavior of N-NNT culture, please summarize below: (or attach xerox)
found in document _____, page # _____.
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3_____
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-NNT culture involves (mark all that apply) 23.4_____
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NNT or NT
8-Other (specify)

23.5 American culture is defined: 23.5_____

0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1_____

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2_____

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through:(Mark all that apply) 24.3_____

0-method not specified
no-no provision for informing community
1 bilingual newsletter
2 monolingual newsletter
3 ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4_____

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5_____

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6_____

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

25.2 Project's Impact: 25.2_____

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program

2-Project mentions other schools in the local educational system have started bilingual programs

3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1_____

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2_____

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3_____

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1_____
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2_____
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

- developed by
Marietta Baravia Shore
Dr. Eduardo Seda Bonilla and
Dr. G. Richard Tucker

16.4 The sources of Non-English materials and textbooks are: 16.4_____
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-E community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5_____
0-not specified
1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1_____
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2_____
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) _____ _____
3-individual instruction _____ _____
_____ _____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom LEP	II$_1$ Eng dom NLEP
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____
n.a. not applicable (no E.dom/NELP)	____	____	____

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1_____
no-not mentioned
0-type is not specified
1-inter-ethnic (N-ELP student tutors ELP students)
2-intra-ethnic (N-ELP student tutors N-ELP)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows.
0-area not specified 18.2_____
1-inter-ethnic (N-ELP aide tutors ELP student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

Content Analysis Schedule for Bilingual Education Proposals

prepared by Dr. Eduardo Seda Bonilla

Identification of Program

1. Title
2. Project number
   - first digit - second digit - third digit
3. Name of director
4. FY (initial and continuation)
5. Location

   1 - Arizona
   2 - California
   3 - Florida
   4 - New York
   5 - Texas
   etc.

6. Ethnic identity of students involved in program

   1 - Chicanos
   2 - Puerto Ricans
   3 - Cubanos
   4 - American Indians
   5 - French Canadians
   6 - (others)
   specify

7. Grade level of students involved

mentioned yes	mentioned no	
-	-	preschool
-	-	kindergarten
-	-	1-3
-	-	4-7
-	-	8-12

8. Ethnic affiliation of program teachers

less than 1/5		1/5 to 1/3		1/3 to 1/4		more than 1/2		
Yes	No	Yes	No	Yes	No	Yes	No	
								Anglos
								Blacks
								Indians
								Puerto Rican
								Mexican-American
								French-Canadian
								(others-specify)

What are the stated objectives of the Bilingual Program?

	mentioned yes	mentioned no	
1.	-	-	Increase academic achievement of students (knowledge, skills and values)
2.	-	-	Reduce drop out rate of minority group students
3.	-	-	Increase solidarity between home and school and community
4.	-	-	Increase solidarity between generations
5.	-	-	Increase tolerance of dominant group toward minority
6.	-	-	Increase harmony and understanding between dominant and minority group (breaks the language barrier)
7.	-	-	Avoid marginality and alienation of students at home
8.	-	-	at school
9.	-	-	in the larger community
10.	-	-	Students will gain knowledge of what difference in cultural heritage means and will respect it (a pluralistic position). Students will develop positive attitudes to other ethnic groups.
11.	-	-	Will give non-English speaking students a sense of identity, pride, security and self-esteem
12.	-	-	Will increase minority students' pride in their language and culture
13.	-	-	Reducing the problem of adaptation and acculturation of minority students. Temper culture shock - mitigates linguistic handicap of ethnic students
14.	-	-	Facilitates "social adjustment" and acceptance of minority groups by Anglo students
15.	-	-	Bilingual education enriches cultural heritage, thus enhancing intellectual performance
16.	-	-	Education conducted only in English for native speakers of another language strengthens resistence to education and fosters segregation and marginality
17.	-	-	Other (specify)

Program is operationally defined as (include hypotheses, assumptions, methodology even philosophy)

	Mentioned yes	Mentioned no	
18.	-	-	Bilingual alone
19.	-	-	Bilingual and bicultural
20.	-	-	Language of minority group would be maintained until and as long as necessary for the acquisition of English
21.	-	-	Minority language will be maintained as the alternative language for all, for as long as is desired by either group
22.	-	-	Minority language will be used as the vehicle of learning for special subject matter for both Anglos and non-Anglos
23.	-	-	Parents are trained to become tutors for their children
24.	-	-	Older students are trained to become tutors of younger children
25.	-	-	Inter-ethnic peer tutoring will be very helpful socially and educationally.
26.	-	-	Teachers will be given bilingual education training
27.	-	-	Teachers will become less ethnocentric through lingistic and cultural training
28.	-	-	Teachers will be made sensitive to ethnocentrism and linguistic snobbery
29.	-	-	Language and cultural content will be integrated in the educational process
30.	-	-	Bilingual libraries will be necessary
31.	-	-	Ethnic arts and craft exhibits will be presented
32.	-	-	Ethnic studies library will be necessary
33.	-	-	Ethnic students program will be included
34.	-	-	Art exhitits on a bicultural basis will help ethnic identification
35.	-	-	Respect of Anglo students for ethnic culture and vice versa will be promoted
36.	-	-	Textbooks must be written on a bicultural and bilingual basis

37. - - Educational methods are both child and subject centered

38. - - Teachers must be sensitized to cognitive as well as emotional problems of students in the educational situation

39. - - Teachers will be sensitized to cultural background of students

40. - - Teachers will be sensitized to varying learning styles of students

41. - - Consulting or resident psychotherapist will be hired by the school

42. - - Research on validation of measurement instruments will be conducted

43. - - A home visiting teacher program will be important

44. - - Community involvement in the school and vice versa will be implemented

45. - - Anglos and non-Anglos are required to take program

46. - - Only non-Anglos are required to take program; Anglos are voluntary

47. - - Both Anglos and non-Anglos' involvement is voluntary

48. - - Intercultural tutoring at peer level

49. - - Intra-ethnic tutoring by older students for younger

50. - - Intra-ethnic tutoring by parents

51. - - Active involvement of community in program

52. - - Active involvement of program in community

53. - - Other (specify)

Criteria of Outcome

yes no

54. - - Evaluation instruments devised

55. - - Research on validity of instruments conducted

56. - - A control group has been matched to the experimental group in order to test the effects of the program

Criteria of Outcome

	yes	no	
57.	-	-	A comparison group has been chosen
58.	-	-	Time 1 (Pre) tests administered to control group
59.	-	-	Time 2 (Post) tests administered to experimental group
60.	-	-	Time 2 (Post) tests administered to control group
61.	-	-	Academic performance of experimental group in Time 2 should be greater than in Time 1
62.	-	-	Academic performance of experimental group at Time 2 should be greater than that of control group at Time 2
63.	-	-	Self-image or self-esteem of experimental group at Time 2 should improve over that of Time 1
64.	-	-	Self-image or self-esteem of experimental group should improve more from Time 1 to Time 2 than that of control group
65.	-	-	Ethnic pride of the experimental group in Time 2 should be greater than at Time 1
66.	-	-	Ethnic pride of experimental group at Time 2 should have shown greater improvement over Time 1 than that of the control group
67.	-	-	Drop out rates of the experimental group in Time 2 should be lower than at Time 1
68.	-	-	Drop out rates of the experimental group in Time 2 should be lower than those of the control group at Time 2
69.	-	-	Incidence of behavior problems of experimental group at Time 2 should be lower than at Time 1
70.	-	-	Incidence of behavior problems of experimental group at Time 2 should be lower than those of the control group at Time 1
71.	-	-	Community solidarity (measured by whatever instrument can be devised) should be improved from Time 1 to Time 2
72.	-	-	Student satisfaction should be greater at Time 2 than at Time 1
73.	-	-	Teachers' satisfaction with their jobs should be greater at Time 2 than at Time 1
74.	-	-	Other (specify)

II. Assumptions as to process variables which are necessary for the attainment of predicted outcomes or objectives of bilingual education.

Two general assumptions are made: that none of the following variables is sufficient in itself to reach any objective since the interaction of many variables is required, and that bilingual education is a social process as well as a cognitive process in which attitudes and motivations are as important as sequence and methods of language learning. The numbering and sequence of the variables below does not signify their relative importance. The list could as easily have started with 5.00 (Student attitudes to their own and other linguistic group) or any other variable. The numbering system is only an attempt to distinguish variables while at the same time grouping and relating those assumed to be related.

Ratings: 1 crucial, 2 important, 3 (not) ... 5; # rejected

Variable 1.00: Sequence of native and second language learning and the sequence of learning of audio-comprehension, speaking, reading and writing in either language. — A: 1 / D: 2

Variable 1.10: Optimum level of aural-oral mastery of native language prior to aural-oral introduction of the second language.

Predicted outcome:

	A	D
A. Aural-oral mastery of second language	1	2
B. Aural-oral mastery of native language	2	1
C. Ability to succeed in academic subjects in the second language	1	1

Variable 1.10:

	A	D
a. Concurrent bilingual attainment: While still in the process of gaining aural-oral mastery of their native language, children in an early childhood bilingual program can also begin to attain aural-oral proficiency in a second language	2	1
vs.		
b. Prior native attainment: Aural-oral mastery (defined by reading readiness test or expected grade level achievement) of the native language should precede aural-oral introduction of a second language.	1	3
c. By providing the child with the opportunity to gain oral mastery of his native language, the child will develop greater oral facility in the second language.	4	0

Variable 1.20: Optimum level of aural-oral mastery of native language prior to introduction of reading in native language.

1 crucial, 2 important, 3 ... 5; number of consultants

Predicted outcome: Reading proficiency in the native language.

	A	D
a. "The child must have audio-oral control of material he is expected to read." (Robinett)	3	0
b. Learning to read should be introduced after children have sufficient aural-oral proficiency in that language. Proficiency can be determined by reading readiness tests. (New York, New York #332)	4	0
c. Instruction in the second language for first-graders should be aural-oral only; the formal development of reading and writing skills in the second language should not be begun in the first grade.	3	1

		A	D
Variable (1.21):	Sequence of written language skills: writing taught concurrently with reading or following the teaching of reading.		
a.	Writing taught concurrently with reading helps promote left-right orientation and strengthens pupils' grasp of spelling patterns being read.	4	0
b.	The ability to write supposes the ability to read what one has written.	2	2
c.	The "logical position" of writing is to follow listening, speaking and reading. (Robinett)	4	0
d.	"Writing experiences reinforce listening, speaking and reading." (Robinett)	3	1
Variable (1.30):	Optimum degree of aural-oral mastery of second language prior to introduction of reading in second language.		
	Predicted outcome: Reading proficiency in second language.	2	0
1:31:	The child must have audio-oral control of the material he is expected to read.	4	0
1:32:	Aural-oral control of (the second?) language must precede learning to read in the second language. (Las Cruces, New Mexico #232)	3	1
1:33: a.	Children who are not native speakers of a given language will learn to read that language more rapidly and with greater skill if attempts are made to combine the language and reading experiences in such a way that they reinforce each other from the beginning of the school year, rather than delaying the introduction of reading until children are "ready" to read.	4	0
b.	The language-experience approach is the most effective way of learning to read for minority language students. The child is encouraged to tell about his experiences which his teacher writes on a blackboard or dittoes to form a "book." This method captures the natural patterns of a child's speech and the content of what is later read is within his field of understanding. Sense of self is also strengthened and learning is individualized. (Las Cruces, New Mexico #232)	3	1
Variable (1:34):	Materials and methods for bilingual education programs.		
	Predicted outcome: Reading proficiency in the second language.	-	-
a.	Beginning reading materials must reflect the natural language forms of children's speech.	2	2
b.	Beginning reading materials should represent the oral language patterns that the child hears and understands.	4	0

Variable 1:34 (continued)

		A	D
c.	For the child who is just learning English, exposure to the special dialect ("primer-ese") may interfere with his development of the basic forms of the language and with his sensitivity to natural sequences of sentences.	2	2
d.	Since a native English-speaking pupil has already been exposed to normal speech patterns in natural situations, his day-to-day language habits will probably not be affected appreciably by exposure to material written in "primer-ese."	3	1
1:35:	Children who are not native speakers of a given language will learn to read that language more rapidly and with greater skill if those who develop materials place more emphasis upon the communication aspects of the language experience than upon "logical" sequences in the ordering of linguistic content.	2	2
1:36:	In beginning reading materials grammatical structure as well as vocabulary must be controlled; i.e., the reading material should reinforce the pupil's oral language development.	4	0
1:37:	Children who are not native speakers of a given language will learn to read in that language more rapidly and with greater skill if the introduction of grammatical forms and arrangements follows rather than precedes the development of the child's oral control of the structures.	4	0
1:38:	Guided discussions of the referential content of the stories contribute to tying the reading experience to the stresses, pitches and pauses of <u>normal</u> speech.	2	1
1:39: a.	" ... in developing beginning reading materials the focus must be on the skills involved in the process of reading rather than on the uses to which reading is put after the process is mastered." (Robinett)	1	2
b.	Children who are not native speakers of English will learn to read more rapidly and with greater skill if the design for handling the grammatical forms and arrangements is more one of planned introduction and cumulative reintroduction use rather than of planned repetition.	2	0
c.	" ... the child must learn to read by structures if he is to master the skills involved in the act of reading." (Robinett)	1	1
d.	In beginning reading materials a greater density of new words can be introduced more rapidly when the rate of introduction of base forms remains low; i.e., the number of base forms is a greater factor in determining learning load than is the density of new words.	4	0

A D

1:39: c. " ... the presentation of sound-symbol correspondence in beginning reading should be in terms of spelling patterns rather than in terms of individual letter-sound correspondences." (Cabinett) 4 0

(For further assumptions relative to materials and methods for bilingual-bicultural programs see also 9.60 and 9.70.)

Variable (1.40): Use of native language for initial instruction in reading prior to reading in second language.

Predicted outcome: Reading comprehension in the second language will be greater than that of the control group. 3 1
See #9.6 9.8, 9.7 below for additional variables related to reading.

ratings: 1 | 2 | 3 | 4 | 5
3 consultants | | | | |

a. By providing the child with the opportunity to gain mastery of reading in his native language first, the child will develop greater reading facility in the second language. (Proficiency or mastery of reading in native language should be measured by grade level attainment in reading.) (Vineland, N.J. #37) 4 1

b. Minority language children from backgrounds of poverty in an early childhood bilingual program will learn to read with greater comprehension in English as a second language than a comparable group of children who are taught to read in second language only if:
1) they attain aural-oral mastery of their native language (proficiency measured, for example, by a reading readiness test) and
2) then learn to read in their native language to a level of proficiency measured by grade level attainment prior to learning to read in English as a second language 4 1

c. (Supporting research) In Chiapa, Mexico, an experimental group of children was taught to read in their native Indian languages; when the children had mastered their Indian primers, they entered first grade where all subsequent instruction was carried out in the national language, Spanish. Test data on reading skills in Spanish revealed that those Indian children who had first been taught to read in their native tongues read Spanish better and with greater comprehension than their peers who have been instructed only in Spanish.
cited by V. John, Vivian Horner, Judy Socolov.
actual research done by Modiano, Nancy

1:40: d. (Supporting research) Another bilingual experimental program produced similarly effective results in Sweden. A group of children received an initial ten weeks of reading instruction in Pitean, the local dialect. They were then switched to instruction in literary Swedish. The results showed that the Pitean-instructed group learned to read more rapidly than a control group of Pitean speakers taught from the outset in literary Swedish. By the end of the first year, the experimental group had surpassed the control group in all language arts skills in literary Swedish.
V. John, Vivian Horner, Judy Socolov.

A D

e. (Supporting research) One carefully evaluated bilingual demonstration project is the Iloilo experiment, begun in 1948 in the Philippines. An experimental group of children was taught reading, arithmetic and social studies in Hilgaynon, their local vernacular, in the first and second grades. In the third grade they were switched to instruction in English. Within six months their performance in all tested subjects, including oral English, surpassed that of a control group who had received all instruction in English from the first grade on.
V. John, Vivian Horner, Judy Socolov.

f. (Supporting research) Another U.S. bilingual program in San Antonio, Texas, is achieving similar results. An experimental group of children of Spanish-speaking background instructed in both Spanish and English during their first grade in school was able to read, speak and write in both languages. The children scored better on tests measuring cognitive growth, communication skills and social and emotional adjustment than did their control peers who were taught solely in English.
V. John, Vivian Horner, Judy Socolov.

Variable 1.41: Use of native language for initial instruction of minority language students.

	A	D
Predicted outcomes:		
A. Development of self-worth	4	0
B. Success in school	4	0
1.41: a. an often overlooked source of self-esteem for the native speaking child of a language other than English is the sense of competence and independence that comes through realization of his own capabilities and academic achievement in his native language, learning to read, mastering math, etc.	5	0
b. "Sense of self-worth will grow from continuous progress rather than continuous failure." (Stockton, California #282)	5	0
c. Self-esteem will be strengthened through a program designed for the child's realization of his own capabilities. In order to deal with life situations, in addition to the structured program activities, self-initiated activities will be encouraged in order to develop self-discipline and self-help. (El Monte, California #125)	5	0

d. (Supporting research) In a study by Lambert, Just and Segalowitz (1969) native English-speaking students of middle socio-economic level were taught in French as the major medium of instruction beginning in kindergarten. In the second grade, two daily thirty-five minute periods of English language arts were added, making instruction in French about 60% and in English 40%. In Grade III, 35% of the curriculum was taught in English, 65% in French. In reporting results the authors state that these youngsters did as well as the control group and were " ... at the same time reliably faster in making associations in English than the controls ... " The authors add that " ... apparently their speed of processing English is advanced over that of the controls" and that there was some "enrichment of native language development flowing from the bilingual experience." Their vocabulary development in English was better than that of the controls and in other respects they were more or less equal. The authors conclude: "These outcomes are extremely favorable for the experimental classes, indicating clearly that training (of English-speaking pupils) mainly in French has resulted in no symptoms of confusion or retardation in the native language and may even have had a salutary effect." The experimental classes also performed "significantly better on computational arithmetic at the end of Grade II ..." and "the data ...

d. (continued)
indicate beyond doubt that there is no form of intellectual retardation attributable to the bilingual experience, when various measures of intelligence ... are used."

A	D
1	0

e. Students from a middle income family, whatever the language background, usually have better educated parents than children from disadvantaged homes. Therefore, they hear better language models of standard language and enter school with greater aural-oral facility than disadvantaged children. Thus results from studies of bilingual learning in middle income children are not directly comparable to disadvantaged students of the same age who may need more development of their native language before introduction of a second language.

1	0
3	0

f. Bilingual project participants will reach first grade level achievement in all academic subjects; performance in mother tongue is acceptable.

2	0

For minority language students learning in their own tongue will facilitate academic progress.

2	0

For English-speaking students, learning a second language will not retard their academic progress.

3	0

ratings

1	2	3	4	5
2				

Variable 1.42: Use of native language for initial instruction.

Predicted outcome: Conceptual development in native and second language.

a. Mastery of basic skills and conceptual development will be better achieved if children are taught in their native language first.
(Auburn, Calif. #380; Del Rio, Texas #85; Santa Barbara, Calif. #200; New Haven, Conn. #204)

5	0

b. If children are taught in their native language first, their progress in the acquisition of basic skills and in concept formation will be more rapid.
(Chinle, Ariz. #360)

5	0

1	2	3	4	5
3				

Variable 2.00: For Spanish-speaking children, Spanish is easier to learn to read than English is for Spanish-speaking children.
This is because the fit between the sound and writing systems of Spanish is closer than the fit between the sound and writing systems of English.

4	1

Predicted outcome: Earlier content mastery for Spanish than English students. A 2 D 1

a. Another rationale for teaching Spanish-speaking children to read first in Spanish is that it is easier for a native speaker of Spanish to learn to read that language than it is for a native speaker of English to learn to read English because of the more regular phonetic system of Spanish. 4 0

b. (Supporting research) In 1925, The International Institute of Teachers College, Columbia University, conducted research in Puerto Rico. They tested 69,000 children using Stanford Achievement Tests in Spanish and English.
"In comparison with children in the continental U.S. on tests of reading, arithmetic, language and spelling ... the Puerto Rican children's achievements through Spanish was by and large markedly superior to that of continental U.S. children who were using their own mother tongue, English."
(The Center Forum: Bruce Gaarder's testimony to the Senate Hearings on the passage of the Bilingual Education Act, 1967.)

"The facility with which [written] Spanish is learned makes possible the early introduction of content into the primary curriculum."
(Columbia University research quoted by Gaarder)

There is a close match between Spanish sounds and their written representation: "Therefore, there are no reading problems, as we know them, in Spanish-speaking countries." (Gaarder)

ratings:

	1	2	3	4	5
.3			1	1	

Variable 3.00: Optimal time or age to introduce bilingual and bicultural education.

3.10: The child from an impoverished background begins school at an achievement level below that of his more affluent peers. During his years of schooling he never catches up. The time to close the gap between the two groups is when the distance is smallest, that is at the preschool and primary levels. 4 1
Since the children in federal bilingual programs are from minority low-income families, this would apply to them. (Santa Clara, Calif. #103) 4 0

		A	D
3.11:	Studies have shown that the benefit of a preschool program balances or phases out as an advantage in learning and developing at about the time a child reaches Grade I. Until this can be rejected it must be assumed at this time that the present preschool bilingual program is <u>not</u> what is developing adequate growth of perceptual-motor skills as it may just be normal maturation. A comparison group and longitudinal study (five years of testing) are needed. (Santa Ana, Calif. #173)	5	0
3.12:	Children who are provided with early verbal stimulation will follow a normal learning-growth pattern. (El Monte, Calif. #125)	2	3
3.13:	The preschool years are most important in building a stronger self-image before entering school. (Santa Ana, Calif. #173)	5	0
3.20: a.	No linguistic problems arise when a person deals with two languages at an early age.	4	1
b.	The institution of a bilingual program should begin with the first grade. (San Antonio, Texas)	1	4
c.	Instrudtion in oral English for preschoolers who are speakers of another language should be begun three months after the project has been in operation. (Santa Clara, Calif. #103)	1	2
d.	The earlier a bilingual program begins the more effective it will be.	4	1
3.30: a.	The earlier the age at which the process of acculturation is begun the easier it will be for children to accept the second culture.	5	0
b.	Children are more likely to attain success in school if the bilingual-bicultural program is begun early in the grades. (Auburn, Calif. #360; New Haven, Conn. #204)	5	0
c.	Early bilingual-bicultural education programs (grades one to three) are conducive to a better understanding and grasping of a target culture.	5	0
vs. 3.40: a.	Evidence regarding optimum age to begin studying second language is inconclusive. Both children and adults bring different assets to language learning.	4	1
b.	Politzer and Weiss at Stanford University conducted a short-term study of three types of language learning tasks with groups of first, third, fifth, seventh and ninth graders. The language learning tasks were: 1) auditory discrimination 2) pronunciation (in echo response) 3) recall of vocabulary		

-continued-

A D

3.40: b. (continued)
The main purpose of the investigation was to ascertain whether or not achievement in these tasks varies significantly as a function of age. The findings showed that achievement in these three tasks tends to increase with maturation, provided that criterion measures are obtained in a comparatively short time after initial contact with the foreign language. Politzer and Weiss conclude that "Language learning ability which decreases with maturation is perhaps an ability to learn thoroughly; it is definitely not an ability to learn quickly."

c. Donoghue (1967) cites a study by Thorndike "when learning time was held constant for a group of children and an adult group, children made less rapid progress in language learning than did adults, except for pronunciation."

crucial ... least important

rating 1 | 2 | 3 | 4 | 5
2 | 1 | | 1 |

Variable (4.00): Amount of time needed to achieve balanced bilingualism.

Predicted outcome: Balanced bilingualism.

4.01: English-speaking children entering the bilingual program at the kindergarten level and remaining throughout the five-year program will be able to function with balanced proficiency in either language as a medium of instruction. (Rochester, N.Y. #201) 3 1

4.02: It is possible to achieve an equalization between the use of dominant and second languages in about four years. (For both minority and dominant language groups?) (Auburn, Calif. #380) 2 1

4.03: A bilingual-bicultural education program will raise the academic achievement in English of the Mexican-American child to that of the national norms by the fourth grade. (Sanger, Calif. #127) 2 1

4.0: (Supporting research) D.T. Spoel concluded that there are no continuing detrimental effects on academic performance or verbal intelligence measures which stem from a bilingual background (note: this does not mean a formal bilingual education, but rather a bilingual home) by the time such individuals reach college. If bilingual students suffer a handicap in school, this handicap is only manifest in the earlier school years.
(Spoel cited by Lang and Padilla)

4.0: (Supporting research) Carrow found that the bilingual students of her study had a language barrier, even through the fifth year of school, which mitigated against school success, although that barrier tended to decrease with each year in school. (Carrow cited by Lang and Padilla) A D

(Supporting research) Arsenian's studies found a general bilingual deficiency reflected in school performance, especially at the elementary school level, and particularly in verbal subjects. Arsenian further found that differences between bilinguals and non-bilinguals in academic performance were slight at the high school level and disappeared at the college level. (Select group)

crucial ... least important

1 2 3 4 5

4 1

Variable (5.00): The student's attitudes to his native linguistic and ethnic group and to the linguistic and ethnic group associated with the second language.

Predicted outcomes:

A.	Retention and development of native language proficiency.	4 0
B.	Acquisition of proficiency in second language.	4 0
C.	Self-esteem.	4 0
D.	Ethnocentrism.	0 4
E.	Identification with and pride in ethnic identity.	4 0
F.	Identification with bicultural identity.	3 0

5.00:

a. The development of bilingual skill very likely involves something more than a set of aptitudes. It is assumed that various social attitudes and motives are involved in learning a language. 5 0

b. Skill in using the second language is consonant with the strength of the speaker's allegiance to his own linguistic or cultural group. 4 1

c. The whole process of becoming bilingual may involve major conflicts of values and allegiances to the family, peers, sometimes teachers. 3 2

d. (Supporting research) In second language learning the learner's motivation is thought to be determined by:

1) his attitudes toward members of the other language group; if the learner feels the desire or need to communicate with members of the other language group, his learning of the second language will be greater.

d. (continued)
2) the type of orientation the learner has toward learning the second language: instrumental or integrative. A D

Instrumental orientation: the learner's purpose for learning the language is utilitarian, such as for improving job opportunities.
Integrative orientation: the learner's purpose for learning the language is to learn more about the other cultural community, as if he desired to become a potential member of the other group. (Lambert)

5.10: a. The attitudes of minority language students toward their own culture and language will affect their learning of the second language and retention of their own language. (Union City, N.J. #417) 5 0

b. Attitudes of minority language pupils toward their expectations of the English-speaking group will affect their own learning of the dominant language. Minority group members will be more likely to learn the second (dominant) language if the members of the minority language group expect to be able to use the second language with members of the dominant language group than if they do not expect to be accepted by the English-speaking group. 5 0

c. Attitudes of English-speaking pupils toward and expectations of the minority language group will affect the learning and retention of both English and the other language by the minority language pupils. 4 1

d. Attitudes of English-speaking students toward the minority language group will affect their own motivation to learn the minority language. 5 0

e. (Supporting research) Among people with the opportunity to learn two languages, linguistic subgroups form which are correlated with attitudinal allegiances: the attribution of more favorable characteristics to Americans than to French-Canadians appears to be correlated with greater proficiency in English. Those who attribute more favorable characteristics to speakers of French appear to speak French more fluently. 1 0
(Lambert)

f. (Supporting research) Learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language.
(Lambert)

5.20: A sub-group of French Canadians in a study by Lambert achieved a comfortable bicultural identity, had open-minded non-ethnocentric view of people in general, became skilled in both languages. They apparently circumvented the conflicts and developed means of becoming members of both cultural groups. Lambert states that they and their children may work out "a new, non-ethnocentric mode of social intercourse which could be of universal significance." A 3 D 0

5.30: Basic personality dispositions may be involved in language learning.
Examples:

a. The ability to learn a second language may be aided or hindered by the student's disposition to express himself orally, if he is quiet or timid, he may not speak enough to gain oral mastery of the second language patterns. A 5 D 0

b. The student's disposition toward particular art forms or other aspects of a culture may increase his motivation; hence his learning of the language of that culture: this is based on the assumption that a "disposition" or "taste" grows from both innate and acquired personality traits. A 5 D 0

Since students' attitudes toward their own and other linguistic and ethnic groups are assumed to be influenced by many additional variables see also:

10.0 Family attitudes to own and other linguistic groups;
6.0 Project policy to minority language and dominant language group;
7.0 Other students' attitudes to their own and other groups;
9.0 Teachers' attitudes to dominant and minority language groups which include dominant society's rewards for proficiency in each language and assigned prestige value to each dialect and language.

Variable 6.00: Project policies including: A D

A. Either the retention and development of the minority language or its intent to phase it out;
B. Whether the program is one way or two way;
C. Whether the program is solely bilingual or also bicultural;
D. Its policy of mixing or separating languages in the classroom;
E. Mixing or separating pupils by dominant language;
F. Time and treatment of languages;
G. Assumptions as to the nature of cultural differences between minority and dominant linguistic groups;
H. Policy toward parental and community involvement.

Predicted outcome: Project policy with implicit attitudes to minority linguistic group will affect the language learning by the students as well as total learning. Specific outcomes of specific policies are given below: 4 0

a. The amount of time allotted in the school program to the study of the non-English culture and language will affect the self-concept of non-English-speaking children; 4 1
b. The amount of time allotted in the school program to the study of the second language and culture will affect the attitudes of English-speaking children toward children of the other cultural background and toward their language. 5 0

crucial ... least important

1	2	3	4	5
4			1	

Variable (6.10): Project attitudes operationally defined by stated policy toward the retention and development of the minority language, or its phasing out the minority language at a particular grade.

Predicted outcome: A. Students' attitudes toward their own and the other linguistic and ethnic group will be influenced by project policy. 5 0
B. Students' learning of their own and the second language will be influenced by project policy and its influence on their attitudes toward their own and the other linguistic group. 5 0

Project's stated policy:
a. Minority language is to be maintained as the alternative language of learning for all, for as long as it is desired by either group. (Seda) 5 0
b. A bilingual program viewed as a remedial program to make children monolingual in the second language as rapidly as possible is a disservice to the child with the potential for being bilingual. 4 1

		A	D
c.	Projects which mention bilingualism as an asset, rather than as a problem or handicap, are expressing favorable attitudes which may influence the success of the bilingual program. (Phoenix Union, Arizona #215)	5	0
d.	Bilingualism is an advantage rather than a handicap so long as the child receives instruction in both languages.	5	0
6.11:	Project's stated policy:		
	a. The language of minority groups should be maintained until the acquisition of English is sufficient to allow the child to continue to progress academically at the same rate at which he as progressed in his native language. (Seda)	2	1
example	b. Above grade 2 the major portion of instruction can be in English for Spanish-speaking students. (Vineland, N.J. #37)	1	3
	c. By the end of the first year the English language components of non-language arts programs can be increased for native Spanish-speaking students. (Vineland, N.J. #37)	1	2
6.12:	Project's stated policy:		
	a. The minority language is used as the vehicle of learning for special subject matter for both Anglos and non-Anglos. (Seda)	2	2
example	b. English can become the dominant language of the second grade with Spanish maintained in language arts and one subject area for Spanish-speaking students. (Vineland, N.J. #37)	1	3
	c. English dominant pupils who have been given bilingual instruction in the first grade should be taught primarily in English in the second grade except for Spanish as a second language and arithmetic enrichment. (Vineland, N.J. #37)	1	2
6.20:	Project's stated policy:		
	a. In a bilingual program the native minority language should be phased out at some point.	1	3
	b. The phase-out of the native minority language should be gradual.	2	2
	c. It is unimportant whether the phase-out of the native minority language is gradual or abrupt so long as x-speaking students' mastery of English is sufficient to permit learning without language handicap.	1	3

3

22

Variable 6.30: Project policy: A bilingual program alone or a bilingual-bicultural program?

	A	D
Predicted outcome: A program which is only bilingual will not be as effective as a bilingual-bicultural program in developing:		
1. the self-esteem of the minority language group;	4	0
2. better social interaction between the minority language and dominant language groups;	4	0
3. the academic achievement of both groups;	4	0
4. the second language development of both groups;	4	0
5. decreased ethnocentrism in both groups.		
Example: Successful programs for Spanish-speaking children must include both bilingual and bicultural components. (Vineland, N.J. #37; San Antonio, Texas)	4	0

Supporting research:

a. Fifty Spanish-American graduate students at the University of New Mexico were given a 101-item questionnaire assessing historical, social and educational variables in their backgrounds. The major finding from these data was a very high incidence of bilingualism (Spanish/English) in the successful students' childhood homes. Indications from a smaller sample of Spanish-American college dropouts were that only English was spoken in the homes of the unsuccessful students.
(Lang and Padilla)

b. "The lack of bilingual background may reflect a tendency in the homes of the unsuccessful students to reject their Spanish-American background."
(Lang and Padilla)

c. "The high incidence of bilingualism in the successful students and the contrasting data from the unsuccessful students support the contention of current minority group researchers (e.g. Henderson, et al; Ornstein and Vairo, 1969) that there is a need to develop programs aimed at reinforcing the cultural heritage of minority group members."
(Lang and Padilla)

1	2	3	4	5
2	2	1		

Variable 6.31: Curriculum includes: Knowledge of the historical and cultural achievements of the minority language and dominant language groups in a bicultural program.

A D

Predicted outcomes:

A. It is assumed that the minority language students' pride in and sense of identity with his group will enhance his self-concept. 5 0

B. It is assumed that the minority language students' motivation to develop and retain their native language proficiency should increase. 5 0

C. The dominant language students' cultural knowledge will be increased. 5 0

D. It is assumed that the dominant language students' respect for the minority group's achievements will increase, leading to greater respect for the minority language group and increased motivation to learn the minority group's language. 5 0

6.31: a. In a bicultural program both the culture of the dominant and the minority language is learned. Another variable which is related to the effectiveness of the bicultural component is whether the program is two-way or one-way. (See Variable 6.40) 5 0

b. If the project makes ethnic studies a part of the curriculum of a two-way program, it is assumed that the minority language students' self-esteem will be enhanced through pride in the inclusion of these studies in the curriculum for both groups; there will be a decrease in ethnocentrism in both groups because of this exposure to ethnic pluralism. 4 1

c. If the minority language group's history, achievements and contemporary culture are presented only to minority language students in a one-way program, this may produce ethnocentrism in both the dominant language group and the minority language group unless it is presented in the content of a pluralistic program which focuses on the contributions of various ethnic groups. 5 0

d. Example: Knowledge of the history and cultural achievements of Spanish-speaking people will enhance the self-concept of the Spanish-speaking child. (Rochester, N.Y. #201) 5 0

e. Example: Learning about Puerto Rican history and culture will help Puerto Rican pupils improve their self-image. (New Haven, Conn. #204) 5 0

f. Example: Through a positive identification with his Indian and Spanish heritage and contributions, the minority language student finds an identity of which he can be proud, rather than feel himself a second-class citizen, inferior to the Anglo-oriented school and schoolchildren. The identity and pride of the minority language student can be encouraged by teaching them and the other ethnic groups of the schools the Mexican-Americans' contributions to American history. (Phoenix Union, Ariz. #215) 4 0

		24 A	D
g.	Example: It is the aim of this project to overcome ethnocentrism and the effects of stereotyping which impede progress of this nation toward a pluralistic society. This project proposes to accomplish this through project policies of equal treatment of languages and an equal proportion of each group of language learners in a bilingual-bicultural program. (El Monte, Calif. #125)	5	0
h.	Understanding a second culture does not imply the acceptance of that culture.	4	0
6.32: a.	In a multicultural program the contributions of various cultures to the development of mathematics (as well as to science) can be taught as a natural way of integrating various cultural contributions with the subject matter - math and science.	4	1
b.	In teaching science in a bilingual-bicultural program the study of ecology, of humans' interdependence on limited natural resources and of the need for conservation and the control of pollution for the common good demonstrate some of man's common problems and the need to find cooperative solutions.	5	0
c.	Perhaps learning about a third culture which both English-speaking and minority language groups can regard with greater detachment than the bias or prejudice they may feel to their own or the other cultural group they are encountering might be an effective way of learning about cultural diversity objectively and fostering understanding of cultural similarities as well as differences. For example, Jerome Bruner's course on Man - What makes him human? How did he become that way? How can he become more so? Which focuses on color films of Eskimo life might be tried. (Jones)	4	1
d.	"When children of two cultures are in the same classroom they will adjust more easily to each other's culture through the study of a third culture with which no one present is identified." (El Monte, Calif. #419)	3	2

1 critical 2 important

1	2	3	4	5
2	1	1	1	

Variable 6.33: Bilingual-bicultural heritage — A: 5 D: 0

Predicted outcome: Academic excellence.

When bilingualism reflects an enriched cultural heritage, academic performance is facilitated. (Peal and Lambert)

rating: 1 | 2 | 3 | 4 | 5
2 | 2 | 1

Variable 6.40; Project policy: One-way or two-way bilingual education.

1 | 2 | 3 | 4 | 5 (6.41): Mixed or segregated classes.
2 | 2 | 1

Predicted outcomes:

A. More successful language learning)
B. Greater academic achievement) than a comparable control
C. Greater cognitive development) group without this treatment.
D. Better social interaction)

6.40: In a one-way bilingual school only one group of children learn a second language. In a two-way school the native speakers of a language other than English learn in their native language and English and a group of English-speaking students learn in the minority group language as well as in English. — A: 3 D: 0

a. A two-way bilingual educational program is more effective than a one-way bilingual program because of the recognition accorded the minority language by having it taught as a second language to English-speaking students. — A: 4 D: 1

b. Segregation of one ethnic group from another is detrimental to a bilingual-bicultural program. (Vineland, N.J. #37; Auburn, Calif. #380) — A: 3 D: 2

vs. c. All children in either a one-way school or a two-way school where instructional classes are segregated by language group will show better development of native and second language and greater academic and cognitive growth than children in a two-way school where instructional classes are mixed. — A: 3 D: 2

vs. d. Children will learn to read better if classes are divided according to levels of reading skill. (Vineland, N.J. #37) — A: 2 D: 2

e. Example: Mexican-American pupils should be grouped according to their level of proficiency in English, Spanish and achievement in the basic skills. — A: 3 D: 1

		A	D
6.41: a.	All children in a two-way bilingual school in which language groups are mixed will show greater academic growth than children in a one-way bilingual school.	2	3
b.	All children in a two-way bilingual school in which language groups are mixed will show greater cognitive growth than children in a one-way bilingual school.	3	2
c.	All children in a two-way bilingual school in which language groups are mixed will exhibit more positive or favorable attitudes to the second language, culture and people than children in a one-way bilingual school.	3	2
d.	All children in a two-way bilingual school in which language groups are mixed will show greater progress in the acquisition of both languages than in a one-way bilingual school.	3	2
e.	A bilingual-bicultural program to be most effective should be two-way, with both the English and the minority language groups learning each other's language as a second language and with mixed classes of minority and dominant language groups.	4	1
f.	A person taught in a way which promotes compound bilingualism, as in the school situation, will not suffer from interference between the two languages. (Lambert, Gardner, Barik and Tunstall) (Magadalo)	3	2
g.	Certain bilinguals appear to pass smoothly and automatically from one linguistic community to another. They are very often able to communicate freely in either language without interference from the other.	5	0

6.40: See also 7.00 Poor Tutoring.

crucial

Variable 6.50: <u>Project policy: Optimum amount of time to be devoted to second language instruction and/or instruction through the medium of the second language.</u>

1	2	3	4	5
2	1	1		

		A	D
a.	A bilingual program should teach all subjects in both X language and in English, with an equal amount of presentation time given to each language for each subject beginning in Grade I. (Nogales, Ariz. #116)	2	2
b.	During the first two months of oral English instruction for preschoolers who are speakers of another language, the time allotted for such instruction should be at least twenty minutes a day but should not exceed 1/3rd of the total school time per day. (Santa Clara, Calif. #103)	2	1
c.	In the fifth month of a bilingual program for preschoolers who are speakers of another language, the time allotted to oral English instruction should be gradually increased until it takes ½ of the total daily program time. (Santa Clara, Calif. #103)	2	1

		A	D
d.	One hour of instruction in English as a second language per day during the first year is sufficient for the Spanish dominant child. (Vineland, N.J. #37)	2	1
e.	For Spanish dominant pupils who have been given bilingual instruction in the first grade, the proportion of language usage in grade 2 should be 60% Spanish and 40% English. (Vineland, N.J. #37)	2	1

1	2	3	4	5
1		2	2	

Variable 6.60: Project policy concerning treatment of language - mixed or separated use of first and second language.

Predicted outcome: Balanced bilinguals.		-	1
There is greater likelihood of pupils becoming balanced bilinguals if:			
a.	the languages are never mixed by either the teacher or the pupils in any one class period;	2	3
b.	the teacher uses the second language exclusively within a class period; pupils use either the native or second language as they wish. (Redwood, Calif. #141)	2	3
c.	The second language is used exclusively by both teachers and pupils during at least one class per day. (Redwood, Calif. #141)	4	1
d.	Both teachers and pupils use the native and second languages as they wish throughout the school day.	2	2
e.	Pupils are asked to translate second language phrases and utterances into the native language.	2	3
f.	Pupils are asked to translate native language utterances into the second language.	2	3

6.61: In the preschool stage, it is more important to encourage the child to talk, than to correct him, or make him too conscious of "right" and "wrong." Similarly, the use of a dialect other than the standard should be accepted, not corrected with the assumption being made that the child will eventually learn the standard dialect when it is taught as a second language. Similarly, the child would not be corrected or denied the use of his native language during a class period in which the second language is being used. Conversation in either language would be encouraged. (Santa Ana, Calif. #173; El Monte, Calif. #419) — 5 / 0

			A	D
6.62:	a.	It is assumed that there are two different types of bilingualism: coordinate and compound. For the person who is a coordinate bilingual the two languages operate independently of one another without his making any conscious association between the two languages. For the person who is a compound bilingual one language, usually the second language, remains dependent upon the other, usually the first language. The two languages never function independently of one another.	3	1
	b.	It is often difficult to label a person as a coordinate or a compound bilingual since coordinate and compound bilingualism exists in many degrees and varying combinations. There is a continuum between the coordinate and compound bilingual, with many people neither completely coordinate or completely compound bilinguals.	1	-
	c.	"Coordinate bilingualism" is developed through experience in different linguistic communities where languages are rarely interchanged.	4	1
	d.	"Compound bilingualism" is developed through experience in fused contexts (as with vocabulary training in school or where the same family uses two languages interchangeably to refer to the same environmental events).	3	1
	e.	In a "fused" acquisition context, the interchangeability of the symbols is increased since members of the linguistic community use both symbols for any particular environmental event.	3	1
	f.	Response competition in bilingualism is functionally related to the distinctiveness of contexts in which the two languages are learned; i.e., the more "separated" the contexts of acquisition the less the bilingual interference. Acquisition contexts are separate when the association between a symbol and the appropriate environmental event has consistently taken place in a setting distinct from that in which the association between the alternate symbol and its corresponding environmental event occurs. (Lambert, Havelka, Crosby)	3	1

6.63: A bilingual-bicultural program with diglossia extends the development of two-language proficiency beyond the controlled and structured school environment to include varied socializing experiences which the Mexican-American and the Anglo child encounter in day to day activities outside home and school. A: 5 D: 0
The predicted outcome is that of a coordinate bilingual capable of functioning and thinking in two languages. This is accomplished by equal time and treatment given the two languages in mixed classes composed of one-half Spanish-speaking children and one-half English-speaking children. (El Monte, Calif. #125) A: 3 D: 2

6.64: Language should be a signal for the bicultural mores, values and patterns of interaction (diglossia). (Seda) A: 5 D: 0

See also Variable 9.10: Teacher attitudes to minority languages. and 9.50: Language treatment by bilingual teachers.

rating:	1	2	3	4	5
	1	3	1		

Variable (6.70): Project assumptions as to the nature of language and cultural differences between minority and dominant language groups.

Predicted outcomes: It is assumed that all objectives of the bilingual-bicultural program will be affected: student, parent and community attitudes and inter-ethnic interaction, motivation to learn either second language or culture. Possible outcomes range from ethnocentrism to bicultural identification to alienation of the students, from successful language learning of native and second languages to absence of learning. A: 4 D: 0

6.71: a. Although most important, linguistic knowledge is merely one of the components of a particular culture. A: 4 D: 0

b. The cultural heritage of American Indians will be taught to all students so that they will be able to explain the characteristics of Indian life and differentiate those characteristics from those of the dominant society in terms of: his history, where he lived and lives, family patterns and home life, legends, songs, art and dance, great leaders, contributions to agriculture, medicine, etc. (Monticello, Utah #207) A: 5 D: 0

			A	D
6.72:	a.	Language becomes man's shaper of ideas rather than simply his tool for reporting ideas.	5	0
	b.	Language concentrates on only certain aspects of reality.	3	1
	c.	Languages represent basic differences in the "world view" of the various people in what they understand about their environment.	4	1
example	d.	Of vital importance to bilingual teaching and learning are cross-cultural considerations. There is still too much of the serape and guitar approach; we must discover more basic, covert patterns of thought that affect behavior and response to other relationships introduced by the Anglo culture.	2	0
		Both Anglos and Mexican-Americans should discuss similarities and differences which affect learning in the classrooms.	5	0
		Example: Mexican-American child sits passively until told to recite; taught not to speak unless he is spoken to. (Santa Ana, Calif. #173)	2	0
	e.	"Apparently the demands placed on the child by membership in a particular ethnic group exert a selective perceptual and learning set upon its members." (Gray and Miller)	4	1
example	6.73: a.	"Qualities which the Spanish bring to enrich the U.S.: 1. pride 2. courage 3. religious belief 4. dignity 5. courtesy 6. strong family ties 7. geniality 8. hospitality 9. love of music 10. varied background of skills 11. knowledge and love of more than one language 12. ability in domestic arts, arts and crafts and folk music" (Milwaukee, Wisc. #262)	2	1
example	b.	"Differences between Mexican-American and dominant American culture include: 1. differences in time orientation 2. basic value discontinuities (not specified) 3. language problems 4. social mobility skills (not specified) 5. vocational and professional goals 6. differences in motivational systems 7. family pattern and control 8. reward system 9. self-concept " (Nogales, Ariz. #116)	4	0

6.73: c. Mexican-American values:

	A	D
1. leisure-time orientation, not compulsive-time orientation, present-time orientation -- rush through uninteresting test to get to something more pleasant;	4	0
2. value the worth of the individual;	3	1
3. value mystery and magic rather than scientific process (religion?);	1	3
4. wishing, speculation and choosing alternatives are alien to culture of poverty where wishing is not fulfilled;	2	1
5. being "good" means for the student:		
a) being docile, quiet, able to listen	5	0
b) not to participate or become overly involved	3	1
c) not to question or be overly inquisitive	3	0
d) not to speculate	2	1
e) being told what to do, how to act, what is "right" by a person who knows more.	4	0
6. in both "la familia" and "la raza" the individual is submerged in the group; therefore, the child lacks experience in individual participation and initiative;	2	1
7. in problem situations, Mexican-Americans turn to the church or family for support or suffer alone in silence, rather than expose their deficiency to people who are not members of an intimate group.	4	0
8. The Mexican-American group: values the home more than the school, but parents <u>are</u> concerned with the school achievements of their children; they praise good report cards and deprive children of privileges if the report card is poor; does not value the ability to focus at any sustained level; does not value the skill of acute observation of non-personal or non-human factors. Therefore, instruction in <u>test techniques</u> and evaluation is required to learn the style of response. Also, time orientation, language skills, interpretation skills and study skills must be learned.	4	0
9. Fear of failure, of being exposed, of being laughed at tended to be problems with Mexican-American youngsters during evaluation situations (due to previous experience?).	4	0
10. Group, rather than individual, activities might be best for Mexican-Americans in order to avoid singling out individuals. Attracting individual attention at the expense of the group is not highly valued among Mexican-Americans. (NCEOM)	4	0

			A	D
example 6.73:	d.	The following are values held by the Puerto Rican community:		
		1. a belief that education is the best way to improve one's life. The figures for the decrease in illiteracy in Puerto Rico show that Puerto Ricans take advantage of education when they have the opportunity: (approx.) 1900 - 77% illiterate 1940 - 31% illiterate 1970 - 11% illiterate	4	1
		Puerto Rico spends 1/3rd of its budget on education.	5	0
		2. A belief that equal educational opportunities should be available to everyone regardless of race. There is a long history of non-discrimination on the basis of color in education. The governor of Puerto Rico ordered integration in the schools in 1970!	3	2
		3. Respect and fear of authority figures.	3	2
		4. Close family ties.	3	2
		5. Sociability.	5	0
		6. Enjoyment of the arts, particularly drama and poetry and music.	3	2
		7. Gentle ways -- courtesy, taking the time to observe amenities.	3	2
		8. Religion shapes certain values.	4	1
		9. Machismo -- in a male-dominant society, proving oneself as a man of integrity, courage. Masculinity is valued	5	0
		(Nunez and Ocasio)		
6.74:	a.	A problem arises if the female (mother) learns English with her child before the father (male) learns English; it disrupts the family structure and male authority. (Santa Ana, Calif. #173)	2	3
	b.	Mexican-American values, like American values, are in a state of flux; i.e., the roles of male, female, and family are changing. (Seda)	5	0

rating:

1	2	3	4	5
1			4	

Variable 6.80: Project policy of parental involvement in the educational process. A D

School administration policy may favor parental involvement in one or more of these ways: in employing parents as aides or paraprofessionals, in using parents as tutor at home to provide for continuity between home and school, in including parents in an adult education component, providing for them bilingual libraries or cultural resource centers, informing parents and inviting democratic participation in suggestions for school policy and planning. 5 0

Predicted outcome: Parental support and activities reinforcing bilingual education should lead to pupil growth in cognitive and linguistic skills, pride and self-esteem. 4 0
Respect and concern shown by the school for family should also reinforce the ties of the child to his family and increase his sense of identification with and pride in his family and community, preventing his alienation from either family or school. 5 0

See also Variable 10.00: Family attitudes and activities relating to bilingual education.

rating:

1	2	3	4	5
1			4	

Variable 6.90: Project policy of utilizing the school facilities as a center for community development.

School administration policy may favor the utilization of the school as a community facility by ascertaining through a survey parental attitudes, talents and needs; opening the school's facilities to the community after the regular school day and on weekends; establishing bilingual libraries; establishing two-way communication with community organizations in order to inform the community about what the school is doing and inform the school about the community. 5 0

Predicted outcome: Establishment of better school-community relations by working for the betterment of the community. In this way the school shows respect for the family and larger community of which the child is a part. (In showing concern for the quality of life in the community and the problems, such as drug abuse, which affect the pupil, in utilizing the school as a community center, parents, instead of being isolated, can become informed, share their problems and seek solutions to them co-operatively.) This respect and concern shown by school for the family and the community should in turn reinforce the respect of the child for his family and community, increase his sense of identity and pride in himself as a member of the community, and prevent alienation from school or family. 5 0
(Nunez)

rating

	1	2	3	4	5
2	2	1			

Variable 6.91: Project policy of utilizing the community as a means of pupil development. A D

Visits to various parts of the community such as theatres, plants, museums, radio stations, government agencies, help to bring social reality into the curriculum. 5 0

See Variable 8.00: Learning outside the classroom.

	1	2	3	4	5
2		1	1	1	

Variable 7.00: Peer tutoring.

Predicted outcomes: Students who participate in peer tutoring will demonstrate increased second language learning, better social interaction, increased self-esteem, and a more cooperative orientation when compared to a control group without peer tutoring. 4 0

7.01: a. Pupils' motivation will affect their learning of the target language. 5 0

b. Students learn from one another as well as from their teachers. Inter-ethnic and intra-ethnic peer tutoring, where both groups can help each other with acquiring a second language, is mutually beneficial, both academically and socially. (Redwood, Calif. #141) 5 0

7.02: Anglo and Spanish students should be mixed in classrooms rather than segregated by dominant language so that they can hear accurate language models other than the teacher. Peer group modeling is one of the most effective ways of learning. (Nogales, Ariz. #116) 4 1

7.03: Children learn from each other; therefore, provision for spontaneous verbal exchange between children of both language groups among peers in less structured situations (i.e., gym, art, music classes or lunchtime) will aid the acquisition of both languages by both groups of children. 5 0

7.04: Students who participate in a mutually beneficial inter-ethnic or intra-ethnic peer tutoring situation learn also the benefits of a cooperative rather than a solely competitive orientation. (New York, New York #333) 5 0

7.05: Self-worth of the Mexican-American child will be enhanced by expertise brought to Spanish language aspect of the school program by native Spanish-speaking pupils, particularly in a mixed, two-way school. (Stockton, Calif. #282) 4 1

7.06: The Spanish-speaking child's expertise in the Spanish language aspect of a two-way bilingual school program will contribute to altered racial relationships between Anglos and Chicanos, or Anglos and Puerto Ricans. (Stockton, Calif. #282) — A 4 D 1

7.07: Through the common experiences (of learning and second languages and learning together) and common languages, there will be mutually satisfying social relationships between Mexican-American and Anglo-American children. (Stockton, Calif. #282) — 4 1

7.08: Students who are "average" in school achievement may be as good or better tutors than students of superior achievement due to their greater empathy in the handling of human situations involving younger children who need help with learning. — 5 0
These students also have more to gain academically and psychologically from the experience of tutoring. Fifth grade students and older have been found most effective in tutoring younger readers. — 4 0

Variable 7.10: Ungraded curriculum. — 1 2 3 4 5

Predicted outcome: greater language learning and academic achievement than a control group without this treatment. — 5 0

An ungraded curriculum is more beneficial for bilingual education because:

1) children enter at different levels of proficiency in English and Spanish depending on:
   a) the degree of bilingualism in their homes, or
   b) in the case of Puerto Ricans, the recency of the family's arrival from Puerto Rico. — 5 0
2) As long as there is a sufficient number of peers of the same age, children of different ages in an ungraded curriculum can be encouraged to help each other; older children can help and provide models for younger children. — 5 0

7.11: A "pull-out multi-grade" system is an effective means of providing bilingual-bicultural education and will not impede progress in academic areas even if this system is used for up to one-half of the school day. (Santa Barbara, Calif. #266) — 4 1

1 2 3 4 5
1 2 2

Variable 7.2: Student involvement in curriculum development and dissemination of the program. A D

Predicted outcome: students' increased motivation, participation and language learning. 5 0

Minority language students in high school should be involved in the process of curriculum development. In order to interest students of the Phoenix Union bilingual program in writing in both English and Spanish, a Mexican-American Literary Club publishes a monthly bilingual journal for English-speaking and Spanish-speaking students; the journal also serves to disseminate program results to the community. 4 0
(Phoenix Union, Ariz. #265)

1 2 3 4 5
1 1 2 1

Variable 8.00: Learning outside the classroom.

a. Through television, mass media, films, field trips, etc., students may learn as much or more outside the classroom as they learn inside it. 5 1
(Silberman)

b. After-school activities which would be of interest to Mexican-American/Puerto Rican youngsters should be provided. For example:
Participation in extra-curricular activities develops an appreciation for school, higher morale and a sense of sharing in the school program. 5 0
(Abrahamson)

c. The school should attempt to discover what extra-curricular use is being made of the second language; the school should encourage any extra-curricular use of the second language such as in the viewing of television programs and participation in locally initiated activities and organizations. 5 0

A D

Variable 9.00: Teacher-related Variables.

A. Teacher attitudes to the minority language and his expectations of the minority language group; strategies for relating to varying learning styles of children; language background and preparation of the teacher; teacher's treatment of the language; strategies for individualization of learning; integration of language learning and subject content; strategies for cognitive development in bilingual education. 5 0

Predicted outcomes are noted below with specific teacher-related variables.

1	2	3	4	5
4	1		1	

and behavior
Variable 9.10: Teacher attitudes to minority language.

Predicted outcome: positive teacher attitudes such as respect for the minority language and dialect, results in greater native and second language learning for minority language students, as well as greater second language learning for English-speaking children. 5 0

(9.10:) a. For a successful bilingual program it is essential that the teachers in the program respect the language or dialect and the culture of the native speaker of a language other than English. 5 0

b. An underlying assumption is that the attitude of the teacher toward the minority language will affect the learning of languages by the minority language and English-speaking students. (Las Cruces, New Mex. #232) 5 0

c. Teachers who are not bilingual can show their respect for the language of the minority group child by learning at least enough of his language to converse and understand questions or needs expressed in the child's native language. If the child sees his teacher trying to learn or use his language it establishes a common bond; both are experiencing the difficulties of learning a second language. 5 0

d. Serious conflict may arise when two dialects of the second language are in close contact with each other, forcing the learner or authority figure to show linguistic preference for one dialect or the other by his choosing to use one of the dialects. 0 ½

e. Language development should be additive rather than substitutive; i.e., teachers should build on the dialect. ½ 0

f. If the English language becomes (as is the mother tongue) the language of reward, gratification, success and affection, it could parallel the patois. (HONOM) ½ ½

g. A negative approach to the minority culture and language is not conducive to achievement and success in these areas. ½ ½

1	2	3	4	5
4		1		

38

Variable 9.20: Teacher expectations of minority language group.

A	D

Predicted outcome: Teacher expectations of successful learning from minority language group will be associated with greater success at the end of the year by that group than a comparable group of students whose teacher's expectations were skeptical of success.

4 0

9.20: a. Attitudes of the teacher toward and expectations of the minority language group will affect the learning of the minority language group. The teachers' view of bilingualism as an advantage or a handicap will affect the student's language learning.

5 0

b. Attitudes of the teacher toward and expectations of the minority language group will affect the English-speaking pupils' learning of the other language.

5 0

c. (Supporting research) Teachers' expectations when low depress the child's learning; the child falls further behind the longer he's in school.
Children believed to be brighter than average (who were not) progressed much faster than the rest supposedly average. Gained 12.22 IQ points compared to the rest (gain of 8.42). (NCEOM)

5 0

d. One of the frequent assumptions of bilingual programs is that something is lacking in the culturally different life style which impedes success in school or hampers learning.

4 1

See Variable 6.70: Project assumptions as to nature of cultural differences.

example e. Pomo Indian and Mexican-American children are having difficulties in school due to:
1) lack of self-confidence
2) lack of academic motivation

I.e., there is a lack within them, not that they may be reacting to teachers, parents, societal expectations. (Ukiah, Calif. #178)

1 1

f. (Supporting research) "Disadvantaged" youngsters who fail or drop out of the school system may be reacting to social prejudice and oppression; in evaluating their chances for success they may feel there is no place for them in our society. (Hernandez cited by Bustamante)

1 0

g. (Supporting research) "Minority students do poorly in school because they feel a sense of hopelessness and despair because they perceive that they are part of a group considered inferior by society and perhaps by their teachers, and their chances in life for success are marginal." (Bustamante)

	A	D
h. (Supporting research) The educational aspirations of the "lower classes" are largely the same as those of the upper classes. It is not the aspirations which differ, but rather the expectations which may reflect "class differences in opportunity and general life chances." (Stephenson cited by Bustamante)	2	0
i. If students have no reason to hope that their future will be full of satisfactions they will grab what is available now. Why delay gratification if you have no hopes for the future? (Soda)	4	0

Variable 9.30: Teacher strategies:

A. Building relationships of trust and reinforcing minority children's self-concept through an understanding of the emotional needs of those children.	5	0
B. Relating teaching techniques to the varying learning styles of children.	2	0
C. Providing opportunities for children to develop cognitively, linguistically and socially from association and interaction with other children and from a structured environment without the direct intervention of the teacher.	2	0

Predicted outcome: Both minority language children and English-speaking children with whom these strategies are employed will show greater cognitive, linguistic and social growth than a comparable group of children who are not given this treatment. 4 1

One problem of teachers is the tendency to stereotype the Mexican-American (or Puerto Rican) learner and not to take into account individual differences in achievement. (NCEOM) 5 0

9.31: In developing teaching strategies the bilingual teacher needs to understand the cultural values, particularly in the socialization process, which affect the motivation and learning styles of the child whose functional language is other than English. 4 0

a. "Personal relationships are more important than specific instructional procedures in motivating Indian students to desire to achieve in school." (Ibsticello, Utah #207)	5	0
b. The teacher's use of direct and indirect teaching techniques will affect the learning of pupils (the teacher's style).	5	0

		A	D
c.	Changes in children take place in the total life of the school, not from programs which are only designed for academic problems.	5	0
	The training of teachers should include a knowledge of the emotional needs of children as well as their cognitive development. Training should include how children learn on their own, and from each other, with and without a teacher, and how a teacher can best interact with children to guide their growth and their emotional and cognitive development. (Dennison)	5	0
d.	If a child is extremely anxious it is probable that he is not learning as much as he might if he were less anxious.	4	1
	The mind does not function separately from the emotions; thought partakes of feeling and feeling of thought. (Dennison)	5	0
e.	It may be that the language of instruction is not nearly so crucial for N-NT (non-English mother tongue) children as other factors such as sufficient individual attention from teaching personnel and reinforcement of their self-concept and other socio-emotional needs. (Cohen)	3	2
f.	Teachers need to understand the socio-cultural background of their pupils' families, their values, and their cultural and political systems.	5	0
	One way of learning about the socio-cultural background of pupils is through the case-study technique. (NCEOM)	4	1

Example 9.32: Teachers of Mexican-Americans should:

1.	show concern, sincerity and honesty in their relationships;	5	0
2.	visit homes of children;	3	1
3.	develop a sense of trust and mutual respect between the teacher and learner;	5	0
4.	understand the infuriating feelings of helplessness, inferiority and frustration which result from uneven learning experience.	5	0

(NCEOM)

Example 9.33: There is a need for sensitivity training for the teachers in order that they may discover how their cultural background and environment molded their attitudes and values and what effect this has on the children in their classes. (Boston, Mass. #274) 5 0

A D

9.34: Children's self-concept will be stronger and they will be able to cope with a complex, changing society more effectively if the assumption is made that education is a journey which is as important and valuable as its destination, that results grow from process, implying that the life of the child deserves as much respect as that of the economically productive adult. 5 0
The quality of the journey is more important than the speed at which the destination is reached. 5 0

9.35: Conditioning to fear may be responsible for passivity, inhibition and even avoidance of the learning situation. (Soda) 5 0

1	2	3	4	5
1	4			

Variable (9.40): Language preparation and background of bilingual program teachers.

Predicted outcome: Acquisition of second language proficiency by minority language and English-speaking groups. 3 0

9.40: Paraprofessionals or aides who are native minority language speakers can be helpful language models when bilingual professionals are not available. 1 0

In bilingual programs the teacher should be a native speaker of the language which he is teaching. (Auburn, Calif. #380) 2 3

9.41: Teachers' ability to pronounce pupils' names correctly is particularly important. Teachers must speak with normal pronunciation and intonation patterns. If there is insufficient time to train teachers to speak the language it is more helpful and quicker to teach them something about sound differences between the two languages in order to aid them in anticipating and understanding pronunciation problems of the non-English speakers. (Alisal, Calif.) 4 1

9.42: For a successful bilingual program it is essential that all teachers in the program have a knowledge of both languages. 1 0
For successful language learning by students it is necessary to have the teacher competent in the target language, although the teacher may not be necessarily a native speaker of the target language. Students must have accurate language models. (San Antonio, Texas; Santa Barbara, Calif. #200) 4 1

		A	D
9.42:	(continued) In a bilingual program, the truly bilingual-bicultural teacher who is a native speaker of the minority language is both a teacher and a successful role model for minority language students. The teacher is living proof that some members of the minority group succeed.	5	0
9.43:	For a successful bilingual program it is essential that all teachers in the program have a knowledge of both cultures.	5	0
9.44:	In bilingual programs the teacher should be a native speaker of the language medium through which (s)he is giving instruction.	4	1
9.45:	In the <u>selection of personnel</u> to work in the bilingual education programs great attention should be paid to the training and experience of the prospects in the areas of their particular concern.	5	0

1	2	3	4	5
1	1	2	1	1

Variable (9.50): <u>Language treatment by bilingual program teachers.</u>

Predicted outcome: acquisition of second language proficiency. - -

9.50:	a. In bilingual programs each participating teacher should teach in one language only, his native language.	4	1
	b. Although in bilingual programs each participating teacher should teach in one language only, it does not matter whether (s)he teaches in his (her) native or second language, provided that s(he) is fluent in both.	4	1
	c. In bilingual programs each participating teacher should teach in both languages.	1	2
	In bilingual programs as many bilingual teachers as possible should teach in both languages.	4	0

	1	2	3	4	5
1		3	3	4	5
2		2	1		

Variable (9.60): Reading materials for bilingual-bicultural programs.

			A	D
Assumptions:	1.	Materials for specific ethnic groups must relate to their culture.	4	0
	2.	Material that is interesting to children is cross-cultural and draws upon common human experience.	4	1
	3.	The assumptions above are not mutually exclusive; i.e., children will find both materials specific to their culture and cross-cultural materials interesting.	4	1
9.60:	a.	... the referential content of beginning reading materials must deal with those things which are truly interesting to children. (Robinett)	5	0
	b.	Traditional materials must be modified for a bilingual-bicultural program. (Auburn, Calif. #380)	5	0
9.61:	a.	Reading material which is interesting to children may vary from culture to culture.	5	0
	b.	In beginning reading, materials should meet specific needs, interests and reading ability of pupils and relate to their differing socio-economic and ethnic backgrounds. (Santa Barbara, Calif. #200)	5	0
	c.	In the bilingual education field there is an increased need of curricular materials, mainly in the support materials for Spanish curriculum in grammar schools for Spanish culture.	5	0
	d.	There is a need for bicultural materials. Materials that are centered on the cultural heritage of the Puerto Rican are scarce.	3	0
	e.	Those involved in the preparation of bilingual materials should include both professionals and paraprofessionals indigenous to the culture.	5	0
	f.	The materials for learning a target second language should be designed by experts in anthropology, linguistics, bilingual programs and general curricula development.	3	2
vs. 9.62:	a.	Reading material that is interesting to children is cross-cultural and draws upon the reservoir of common human experiences. (Robinett)	3	2
	b.	Reading material which is interesting to all children has action, suspence, surprise, drama, imagination, fancy and humor. (Robinett)	5	0
	c.	Children from varying ethnic backgrounds will be interested in animal stories, stories in which animals behave as humans, folk tales, realistic stories and legends or true life stories belonging to the native culture. (Robinett)	5	2
	d.	The material should present problems to be solved by the protagonists.	4	1
	e.	The material should present social and moral values.	5	0
			5	0

A D

9.63: Materials selected for use in the bilingual program should be coordinated with the materials used in the regular subject curriculum. (Santa Barbara, Calif. #200) 5 0

9.64: Materials designed for learning and teaching purposes should be always and extensively field-tried first. 4 1

9.65: The materials utilized for learning a target second language should be intellectually stimulating to the student. 5 0

9.66: "Emphasis on an environment rich with materials, records, charts, pictures and realia of all kinds relating to Latin America and Puerto Rico particularly will be available in the classroom to supplement the present materials which are almost exclusively American, white and English-oriented." (New Haven, Conn. #204) 5 0

9.67: A bilingual library or a cultural resources center with material of interest to both cultural groups should benefit both students and parents if it is open both during and after school hours. (New York, N.Y. #333) 5 0

1	2	3	4	5
1	3			1

Variable 9.70: Integration of second language learning with the learning of subject content.

Predicted outcomes: 3 1
4 2

A. Acquisition of second language proficiency;
B. Academic achievement.

9.70: a. Language is learned better if it is not taught as a subject in itself but rather used as a medium to learn something intrinsically interesting or relevant to the child or if it is used to communicate ideas or feelings. 5 0

See also 5.10 Attitudes (Integrative)
8.00 Learning outside the classroom
1.34-1.39 Methods and materials for learning to read in a second language
7.00 Peer tutoring

b. Language which is used for learning skills and knowledge that is useful and interesting to children is learned more rapidly and with greater success than language that is taught as an end in itself; language-learning is a bi-product of other learning; language is better learned through a multi-sensory approach. 5 0

		A	D
c.	It is highly advisable to learn a second language through an inter-disciplinary approach -- social science, mathematics, language proper.	4	1
d.	Cross-language transferences and reinforcements of skills and concepts should be an integral part of bilingual programs.	5	0
e.	Example: In order to develop cross-cultural creative and expressive arts, children in the bilingual program participate in:		
	1. learning songs in both Spanish and English in order to improve language development in an informal manner and to enjoy Mexican and American music;	5	0
	2. drama which provides an opportunity for role-playing as reinforcement for language development;	5	0
	3. painting which provides the opportunity to use brush and color as a means of expressing feelings and encouraging oral expression;	5	0
	4. puppetry which makes use of and provides practice for bilingual language development;	5	0
	5. arts and crafts in which children manipulate different media and fosters in them an awareness of the arts and crafts typical of Mexico and the United States.	5	0

(Nogales, Ariz. #116)

9.71:	a. Second language instruction should use content already familiar to students for maximum effectiveness. (Auburn, Calif. #380)	4	1
	b. Reintroducing arithmetic lessons in the second language will enrich that taught in the dominant language. (Vineland, N.J. #37)	3	2

1	2	3	4	5
1	1	2	1	

Variable (9.80): Methods and materials for individualization of learning.

Predicted outcome: greater achievement than that of a comparable group of students who do not learn individually, at their own pace, but as a group, all receiving the same instruction at the same time. 4 0

9.80:	In a bilingual-bicultural program each child should have access to some type of individualized instruction. (Santa Barbara, Calif. #200)	5	0
9.81:	Multi-media should be used in order to provide the kind of material that is most helpful to each individual student. (Santa Barbara, Calif. #200)	5	0

		A	D
9.82:	In bicultural settings multi-disciplinary, multi-media curricula are most valuable at the primary level.	1	2
9.83:	a. "Team teaching" can better meet individual differences and needs. (San Angelo, Texas #38)	2	2
9.84:	a. Technological instrumentation offers new and possibly the only realistic avenues for both quantitative and qualitative expansion of bilingual programs.	-	4
	Technological instrumentation, in the form of an electronic communications center, permits students to participate individually and simultaneously in listening, speaking (responding) and graphic activities (reading, writing) in the same classroom. (New York, N.Y. #7)	1	2
	b. Education technology involves all the students in an elementary classroom. Attention span, opportunities for privacy, and opportunities for audio-lingual participation are important factors for success in language development, including bilingual development; educational technology supports these factors. (New York, N.Y. #7)	2	1
	c. Educational technology provides the tools for individual instruction, structure and flexibility in a bilingual program. With educational technology children need not be segregated into dominant language groups. (New York, N.Y. #7)	2	2

1	2	3	4	5
1	1	2		

Variable 9.90: Teaching strategies for cognitive development in bilingual education.

	a. We observe either a well-intentioned laissez-faire approach in barrio and reservation classrooms, or a proliferation of pattern-drill techniques. As yet, little pedagogical attention has been paid to the applicability of cognitive approaches to second language instruction.	4	1
9.91:	Professor Kohlberg (1968), a Piagetian psychologist of development, has severely criticized compensatory programs for low-income children because of their highly content-oriented approaches. He argues in favor of an alternative approach, stressing multiple experiences and activities. Such an approach to education is practiced in the British Infant Schools. The free manner in which children move from activity to activity is in stark contrast to the education of many non-English-speaking children in this country who often spend many hours in structured language activities, stressing production skills. These children receive little, if any, opportunity in conceptually enriching encounters considered important by the followers of the great Swiss psychologist, Piaget. (John)	4	1

		A	D
b.	"Teachers often neglect the cognitive aspects of growth. The use of language for purposes of problem-solving unfolds at an accelerated pace between the ages of four and seven, the very time when non-English-speaking children are exposed to a second language. Caught between two languages, the young child needs special assistance in organizing his world. The Use of Iconic Representation, as described by Bruner, is seldom explored in these classrooms where language and its acquisition dominate the curriculum. Non-Verbal Materials, as developed by Montessori Schools, are also useful in dealing with concepts such as sequencing, size relationship, etc." (John)	1 4	– 0
c.	Montessori materials have also been found useful for: sequential perceptual-motor development, the learning of perceptual discrimination and matching, the learning of seriation and the learning of mathematical concepts through use of such things as cuisiniere rods, "golden beads" (similar to abacus) and graduated cylinders which fit graduated spaces in blocks.	4	1
c.	"Low-income children profit greatly from instruction based on William Rohwer's model of 'imaginative conceptual activity' in contrast to 'formal conceptual activity.' "Similarly, bilingual children could gain from such strategies for learning. "Rohwer 'demonstrated conclusively that when children were taught to elaborate on a word association pair by constructing a meaningful sentence, their performance increased dramatically.' " (John)	4	0
e.	The "inquiry" method and the "process" method in social studies are best suited for a bilingual-bicultural program. (Auburn, Calif. #380)	5	0
f.	Children will learn concepts by relating them to actual experiences through a program of "environmental experiences." (San Angelo, Texas #83)	5	0
g.	A genuine concern for individual growth and fulfillment not only is compatible with but indeed demands an equally genuine concern for cognitive growth and intellectual discipline and for transmitting the cultural heritage of the society. (Dewey)	4	1
h.	Schools need not be either child-centered or subject-knowledge-centered but can be simultaneously both.	4	1
	Schools can be humane and still educate well.	3	2
	Education should prepare people not just to earn a living but to live a life, a creative, humane and sensitive life. (Silberman)	5	0

		A	D
	i. A child-centered classroom where a child learns through doing and spontaneous reactions are encouraged is the best environment for learning in the K-3 years.	4	1
9.91:	a. If the Spanish value system is authoritarian, and the school is child-oriented and non-authoritarian, this in itself is a cultural conflict.	5	0
	If the cultural values and differences are labeled and discussed openly, the conflict in options can perhaps be better understood by the parents.	5	0
	b. An authoritarian, formal classroom may produce its own discipline problems through the expectation that all students will be interested in the same thing at the same moment. (Silberman)	5	1
	c. "Schools discourage students from developing the capacity to learn by and for themselves by being structured in such a way as to make students totally dependent on the teachers." (Silberman)	4	0
	The assumption that students are dependent on teachers to learn encourages passivity on the part of students; it does not encourage them to think and act for themselves; it encourages conformity rather than a questioning, inquiring mind.	5	0
	d. Learning from the immediate environment is within the conceptual framework of the child. (Las Cruces, New Mexico #232)	5	0

	1	2	3	4	5
	1	2	1	1	

Variable (9.92:) Other teaching strategies for language development.

a) The "communication activity" approach to language teaching combines the audio-lingual approach (without the language- structure centered pattern drill as the major emphasis) with the experiential approach, as done in the ESL (English as a Second Language) materials by Ephetra at the Hawaii Curriculum Project Center. Classroom activities in the experiential approach make use of field trips, newspapers and other "real experiences" for teaching language. (Boston, Mass. #274) — 4 0

b) Open reading material in a classroom library will increase the child's learning in his own language. (Vineland, N.J. #37) — 5 0

c. An open classroom teacher's job is said to be to apprehend each child's interests and to provide an environment filled with an abundance of concrete materials and books to stimulate those interests. (Silberman) — A: 5, D: 0

1	2	3	4	5
2	3			

Variable (10.00): Family attitudes and activities relating to bilingual education.

A. Predicted outcome: Family attitude of support for bilingual programs would result in lessened conflicts about learning the second language as a part of the curriculum, thereby promoting student achievement of greater proficiency in the second language. — A: 4, D: 0

B. Conversely, if the family's attitudes differ from those of the program the conflict between the values of home and school could cause the child either to reject the school and English as a second language and retain only the language and culture of his family, or to reject the language and culture of his family and identify with the culture and language of the school and the dominant society. The family's attitude toward the school may be determined in part by project policy toward the family. — A: 4, D: 0

a. Example: Family and community play active roles in determining students' response to school. (Auburn, Calif. #380) — A: 4, D: 0

(Supporting research)

b. Otto Klineberg and W.E. Lambert conducted a comprehensive international study of stereotyped thinking in children. They found rigid and stereotyped thinking about in-groups and out-groups; i.e., "our own" and "foreigners." The formation of this thinking begins in the preschool period when the child is forming a conception of himself and his place in the world. Parents and other socializers "help" by highlighting differences and contrasts among people to make his own group more distinctive. This tendency is noted among parents in various parts of the world.

c. The more contrasts among groups are stressed, the more deep-seated the stereotyping process and its impact on ethnocentric thought.

d. The child brought up bilingually and biculturally will be less likely to have good versus bad contrasts impressed on him when he wonders about himself, his own group and others.

		A	D
10.10: a.	Whether parents feel they are encouraged by the school administration and teaching staff or feel free to participate in the education of their children and to initiate contacts with the school will affect parents' attitudes toward the school in particular and toward education in general; indirectly this will influence the attitudes and the school achievement of the child.	5	0
b.	Example: Indian education in the U.S. has been historically characterized by outside control of the school on one hand and parental distrust and antagonism on the other. Rough Rock's innovative philosophy is one of parental and community involvement on every level. (C.U.E.)	4	0
c.	One of education's greatest needs is family involvement in supporting the educational enterprise. (NCEOM)	4	0
d.	The amount of stress placed on formal education by parents appears to be more highly related to performance in English than in math. (NCEOM)	3	1
e.	Achievement and achievement motivation have their origins in the home as evidenced by a growing body of research; but the relationship is rather complex. (NCEOM)	4	1
f.	Among Mexican-American students success in English appears to be highly dependent upon the general educational background of the father and patterns of language usage in the home. The development of competence in mathematics is little influenced by either of these factors; success in math appears to depend more directly upon the student's own desire to do well in school. The desire to achieve in school does not appear to be significantly related to achievement in English. (NCEOM)	2 3	0 1
g.	The child's desire to complete high school and attend college appears to be related to the parents' educational aspirations for their children; the child's desire to compete and achieve in school, at least by the time he reaches high school, appears to be somewhat independent of his parents' desires. (NCEOM)	3	1
	Example: The Mexican-American children who were involved in a study revealed a significantly high desire to succeed in school and attain high grades; it appears that they received at home as high a degree of encouragement and assistance as Anglo classmates. This This suggests that the failure of many Mexican-American children is the result of inadequate education programs and not because of low level of educational aspirations on the part of the parents and children. (NCEOM)	3	0

10.20:

		A	D
a.	For growth in bilingualism, the preschool child needs the involvement of his parent(s) or parent surrogate to provide the experiential basis; i.e., toys or objects to manipulate for perceptual-motor growth, and language modeling. Therefore, the bilingual program has both a child-centered component as well as an adult-centered component. (Santa Ana, Calif. #173)	4	1
b.	For preschool children, the home provides a better "classroom" than does a school. Utilizing a home-visiting-teacher who involves the mother in the teaching process, and in effect teaches the mother as well, provides for continuity; the mother continues "teaching" and providing verbal stimulation for language development and concept formation when the home-visiting-teacher leaves. (Santa Clara, Calif. #103)	1 4	1 1
c.	For preschool children, the home-visiting-teacher is more effective than sending the child to school, particularly in Mexican-American homes where parents may fear sending young children away from home to an impersonal institution. (Santa Clara, Calif. #103)	2	2
d.	Example: Parent-Tutorial Program: 1) One morning per week the mother visits the class and hears the language arts lesson; 2) she also "teaches" her child after the language arts lesson under the teacher's supervision while in school; 3) the teacher gives any follow-up directions to mother, who takes materials home and continues to teach the child.		
e.	Adult education to make parents literate in their <u>own</u> language would benefit them and they in turn could transmit their literacy to their children, helping them to learn to read first in their native language at home, as many middle-class parents do.	5	0
f.	Parent volunteers for individual tutoring. Since children in bilingual programs may be in different stages of readiness and skills in each language, individual instruction is necessary to insure that concepts and sequential steps are grasped gradually and completely. As the teacher's time is limited, the use of parent volunteers for one-to-one instruction is helpful, particularly if the volunteer parent is given guidance and materials for use by inexperienced tutors.	1	0

Variable 10:00: See also: 6.21: Project policy - respect shown to minority group language and culture;

6.70: Project assumptions as to the nature of cultural differences between minority and dominant language groups;

6.80: Project policy of parental involvement in the educational process;

6.90: Project policy of utilizing the school facilities as a center for community development.

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TESTS IN SPANISH AND OTHER LANGUAGES, ENGLISH AS A SECOND LANGUAGE, AND NONVERBAL TESTS FOR BILINGUAL PROGRAMS ** An Annotated B.E.A.R.U. Bibliography

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May, 1974

Funded by Title VII

ALPHABETICAL LIST OF TESTS

Analysis of Readiness Skills
Assessment Program (APELL) Test
Auditory Discrimination Test
Barranquilla Rapid Survey Test
Bender Visual Motor Gestalt Test
Bilingual Science Tests
Bilingual Syntax Measure
Boehm Test of Basic Concepts
California Achievement Tests
City College Language Dominance Tests
Columbia Mental Maturity Scale
Comprehensive English Language Test
Cross-Cultural Attitude Inventory
Culture Fair Intelligence Test
Diagnostic Test for Students of ESL
Differential Aptitude Tests
Durrell Listening-Reading Series
Geist Picture Interest Inventory
Hebrew Language Tests
Ilyin Oral Interview
Inter-American Series
Junior Eysenck Personality Inventory
Language Facility Test (Dailey)
Michigan Oral Language Productive Tests
MLA-Cooperative Foreign Language Tests
Modern Language Aptitude Test
New York State Mathematics Test
Peabody Picture Vocabulary Test
Pimsleur Language Proficiency Tests
Primary Self-Concept Inventory
Pruebas de Puerto Rico
Raven Progressive Matrices
School Attitude Test
Short Test of Educational Ability
Skoczylas Bilingual Tests
Spolsky Language Dominance Assessment
Stanford Early School Achievement Test
Survey of Study Habits and Attitudes
SWCEL Spanish Oral Capacity Test
SWCEL Test of Oral English Production
Test of Auditory Comprehension (Carrow)
Tests of Basic Experiences
Tests of Basic Language Competence
Tests of General Ability
Walker Readiness Test
Wechsler Intelligence Scale for Children
ZIP Test

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The project presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PREFACE

This Bibliography is a complete updating and revision of Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs, first published in January, 1973.

It is intended solely as a listing of the instruments which are currently available for use in the assessment of bilingual programs. Just as no disapproval has been intended of those measures not included in this Bibliography, so should no approval be inferred of those which are included. No evaluation of the adequacy, appropriateness, or usefulness of the instruments listed has been attempted. Four sources of such critiques of tests have been included in the section entitled "Sources of Information on Assessment for Bilingual Programs", to be found at the end of the Bibliography.

Wherever possible, the annotations in this listing include the test author's and publisher's own words from tests and test descriptions on file at the Bilingual Education Applied Research Unit in New York.

No endorsement of any instrument has been intended by the editors.

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6. Sources of Information on Assessment for Bilingual Programs..page 33.

CLASSIFICATION OF TESTS

I. READINESS TESTS:

ARS: Analysis of Readiness Skills
APELL: Assessment Program of Early Learning Levels
BOEHM: Boehm Test of Basic Concepts
PRUEBAS DE PUERTO RICO: Prueba de Aprestamiento Para la Lectura
TOBE: Tests of Basic Experiences
WALKER: Walker Readiness Test for Disadvantaged Preschool Children

II. TESTS OF LANGUAGE DOMINANCE:

BSM: Bilingual Syntax Measure
CITY COLLEGE: Ambiguous Verbal Stimulus Test and Flexibility Test to Measure Language Dominance in Spanish-English Bilinguals
INTER-AMERICAN: Comprehension of Oral Language
SKOCZYLAS: Home Bilingual Usage Estimate
SPOLSKY: Spolsky Spanish-English Language Dominance Assessment
TACL & STACL(CARROW): Test of Auditory Comprehension of Language and Screening Test for Auditory Comprehension of Language
TBLC(CERVENKA): Tests of Basic Language Competence in English and Spanish

III. TESTS OF LANGUAGE PROFICIENCY:

APELL: (Language Items)
ADT: Auditory Discrimination Test
BSM: Bilingual Syntax Measure
CELT: Comprehensive English Language Test
DIAGNOSTIC: Diagnostic Test for Students of English as a Second Language
HEBREW: Hebrew Language Tests
ILYIN: Ilyin Oral Interview
INTER-AMERICAN: Comprehension of Oral Language and CIA Language Usage
LFT(DAILEY): Language Facility Test
MOLPT: Structured Response Test and Conceptual Oral Language Test
MLA-COOPERATIVE: MLA-Cooperative Foreign Language Tests
PIMSLEUR: Pimsleur Modern Foreign Language Proficiency Tests
PRUEBAS DE PUERTO RICO: (Language Tests)
SKOCZYLAS: English Phonemic Unit Production Test and Spanish Phonemic Unit Production Test

CLASSIFICATION OF TESTS(Continued)

(TESTS OF LANGUAGE PROFICIENCY - Continued):

SWCEL-SPANISH: SWCEL Spanish Oral Capacity Test

SWCEL-ENGLISH: SWCEL Test of Oral English Production

TACL & STACL(CARROW): Test of Auditory Comprehension of Language and Screening Test for Auditory Comprehension of Language

TBIC(CERVENKA): Tests of Basic Language Competence in English and Spanish

ZIP: Zip Test (Language Facility Section)

IV. ACHIEVEMENT TESTS (INCLUDING DIAGNOSTIC AND REMEDIAL MEASURES):

APELL: Assessment Program of Early Learning Levels

BENDER: Bender Visual Motor Gestalt Test

BILINGUAL SCIENCE: Bilingual Science Tests

CAT: California Achievement Tests

DURRELL: Durrell Listening-Reading Series

INTER-AMERICAN: Tests of Reading, Reading and Number, CIA Tests of Reading, CIA Natural Sciences, and CIA Social Studies

NYS-MATHEMATICS: New York State Mathematics Tests

PRUEBAS DE PUERTO RICO: Reading Tests, Arithmetic Tests, and Science Tests

SESAT-SPANISH: Stanford Early School Achievement Test

TOBE: Tests of Basic Experiences

ZIP: Zip Test (Reading and Mathematics Sections)

V. TESTS OF INTELLIGENCE AND GENERAL ABILITY:

BARSIT: Barranquilla Rapid Survey Intelligence Test

BOEHM: Boehm Test of Basic Concepts

CMMS: Columbia Mental Maturity Scale

CULTURE FAIR: Culture Fair Intelligence Test

DAT: Differential Aptitude Tests

INTER-AMERICAN: Tests of General Ability and CIA Tests of General Ability

PPVT: Peabody Picture Vocabulary Test

PRUEBAS DE PUERTO RICO: Prueba Colectiva Puertorriqueña de Capacidad Mental and Test Puertorriqueño de Habilidad General

RAVEN: Raven Progressive Matrices

STEA: Short Test of Educational Ability

TOGA: Tests of General Ability

WISC: Wechsler Intelligence Scale for Children

ZIP: Zip Test

CLASSIFICATION OF TESTS(Continued)

VI. AFFECTIVE TESTS AND INVENTORIES:

CCAI: Cross-Cultural Attitude Inventory

GEIST: Geist Picture Interest Inventory for Men

INTER-AMERICAN: Inventory of Interests

JEPI: Junior Eysenck Personality Inventory

MLAT & EMLAT: Modern Language Aptitude Test and Elementary Modern Language Aptitude Test

PSCI: Primary Self-Concept Inventory

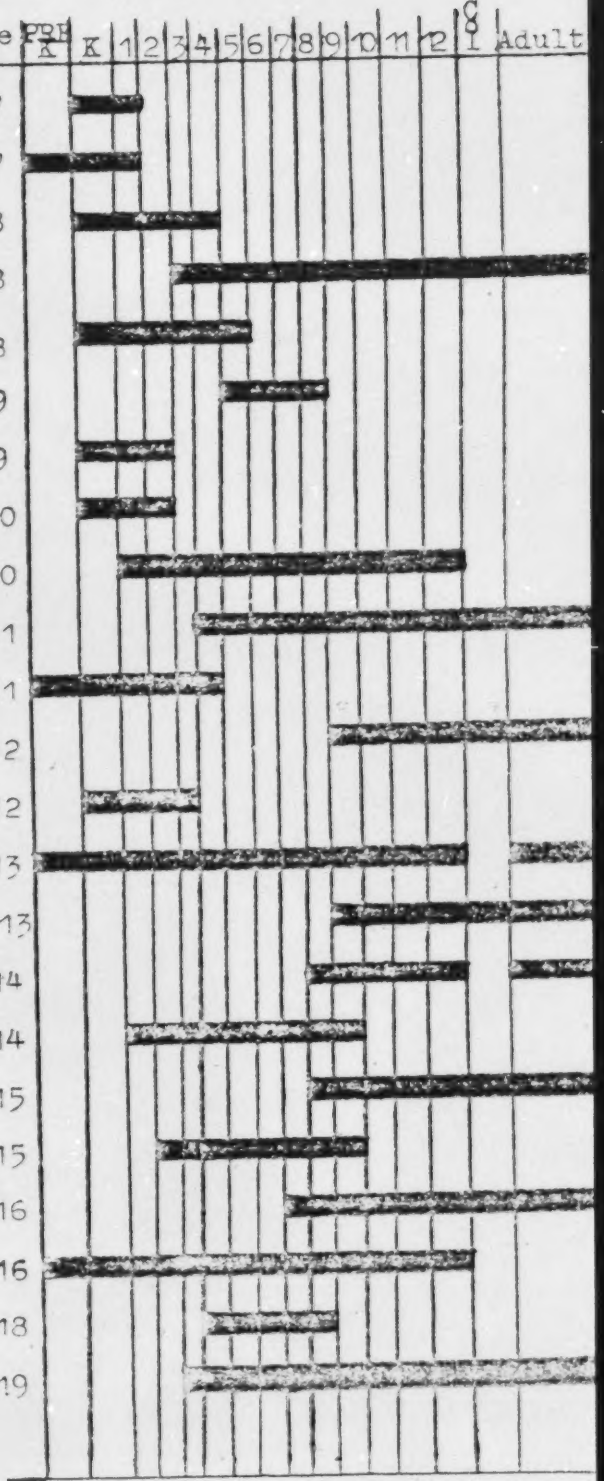
PRUEBAS DE PUERTO RICO: Cuestionario Sobre Personalidad and Inventario de Intereses Vocacionales

SCHOOL ATTITUDE: School Attitude Test

SSHA: Survey of Study Habits and Attitudes

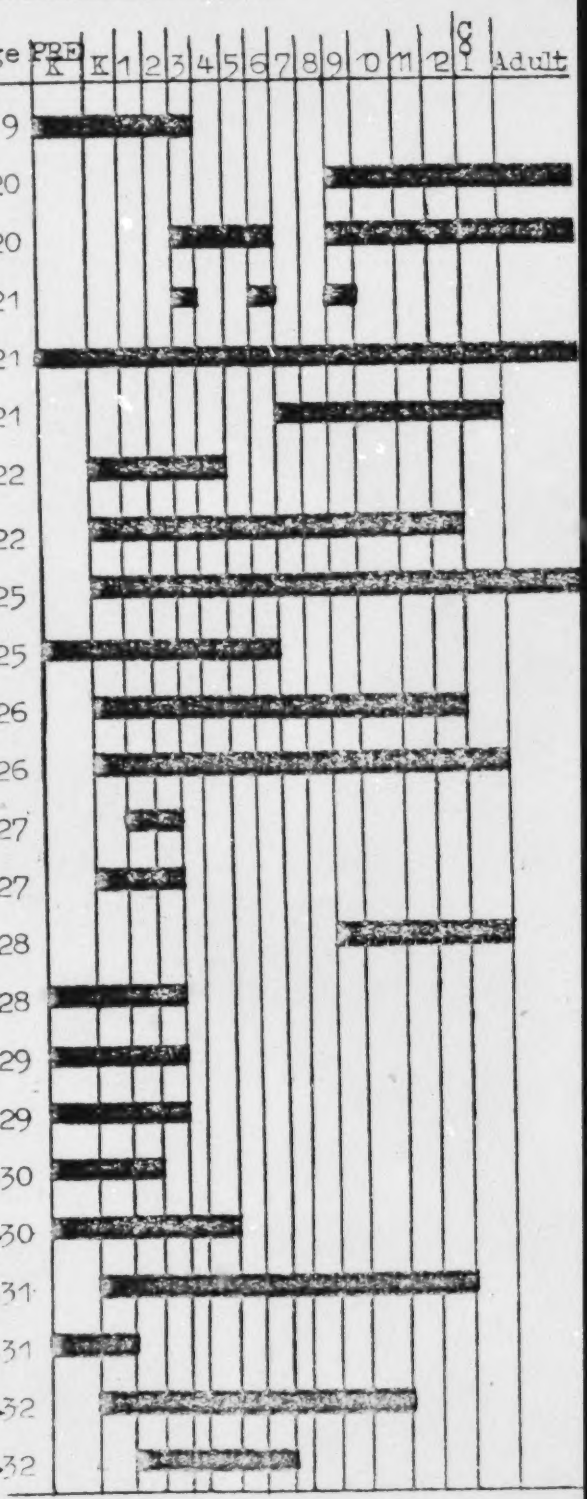
ACRONYMS OF TESTS SHOWING LANGUAGE AND GRADE RANGE

Name of Test	Language	Page #
ARS	English & Spanish	7
APELL	English & Spanish	7
ADT	English	8
BARSIT	Spanish	3
BENDER	English(Nonverbal)	8
BILINGUAL SCIENCE	English & Spanish	9
BSM	English & Spanish	9
BOEHM	English & Spanish	10
CAT	English & Spanish	10
CITY COLLEGE	English & Spanish	11
CMMS	English & Spanish	11
CELT	English	12
CCAI	English & Spanish	12
CULTURE FAIR	English,Spanish,German	13
DIAGNOSTIC	English	13
DAT	English & Spanish	14
DURRELL	English	14
GEIST	English & Spanish	15
HEBREW	Hebrew	15
ILYIN	English	16
INTER-AMERICAN	English & Spanish	16
JEPI	English & Spanish	18
LFT(DAILEY)	Any Language	19



ACRONYMS, LANGUAGE, & GRADE RANGE(Continued)

Name of Test	Language	Page #
MOLPT	English	19
MLA-COOPERATIVE	Fren.,Ger.,Ital.,Russ.,Sp.	20
MLAT & EMLAT	English	20
NYS-MATHEMATICS	English & Spanish	21
PPVT	English & Spanish	21
PIMSLEUR	Spanish,French, German	21
PSCI	English & Spanish	22
PRUEBAS DE PUERTO RICO	Spanish & English	22
RAVEN	English(Nonverbal)	25
SCHOOL ATTITUDE	English & Spanish	25
STEA	English & Spanish	26
SKOCZYLAS	English & Spanish	26
SPOLSKY	English & Spanish	27
SESAT-SPANISH	English & Spanish	27
SSHA	English & Spanish	28
SWCEL-SPANISH	Spanish	28
SWCEL-ENGLISH	English	29
TACL & STACL(CARROW)	English & Spanish	29
TOBE	English & Spanish	30
TRLC(CERVENKA)	English & Spanish	30
TOGA	English & Spanish	31
WALKER	English,Spanish,French.	31
WISC	English & Spanish	32
ZIP	English & Spanish	32



ANALYSIS OF READINESS SKILLS(ARS): M.C. Rodrigues, W.H. Vogler, and J.F. Wilson; Houghton Mifflin Company (1972); Hopewell-Pennington Road; Hopewell, New Jersey 08525.

Grade Range:	K - 1
Can be Administered to:	Groups
Time for Administration:	30 - 40 minutes
Languages:	English and Spanish

The Analysis of Readiness Skills(ARS), with directions in English and Spanish, is designed to determine the most appropriate time for a child to enter reading and mathematics programs. It can also be used to determine if a Spanish-speaking child is ready for placement in an English as a Second Language program. The ARS consists of three subtests: Visual Perception of Letters; Letter Identification; and Mathematics(Identification and Counting), each containing ten items. In response to directions in either English or Spanish, the children mark the answers directly in the test booklets. Norms and percentiles are provided for English and Spanish-speaking groups. While the ARS was designed to measure readiness for an English reading and math program, it could conceivably be used to measure readiness for a bilingual Spanish program as well.

ASSESSMENT PROGRAM OF EARLY LEARNING LEVELS(APELL): E.V. Cochran and J. Shannon; Edcodyne Corporation (1969); Suite 935; One City Boulevard West; Orange, California 92668.

Grade Range:	Pre K - 1
Can be Administered to:	Groups
Time for Administration:	About 40 minutes(2 sessions)
Languages:	English and Spanish

The Assessment Program of Early Learning Levels(APELL) is a nonverbal test program for identifying educational deficiencies at the early childhood levels, suggesting remedial instruction, and retesting. The APELL Test yields 16 scores: 4 Pre-Reading(visual discrimination, auditory discrimination, letter names, and total), 4 Pre-Math(attributes, number concepts, number facts, and total), 7 Language(nouns, pronouns, verbs, adjectives, plurals, prepositions, and total), and 1 Total Score. The Manual gives norms for the Total Score only, but does not describe the normative population. The APELL Test may be administered in any language; a Spanish edition is available from Edcodyne Corporation. Separate answer cards must be used with the student test booklets.

AUDITORY DISCRIMINATION TEST(ADT): J.M. Wepman; Language Research Associates, Inc. (1973); 175 East Delaware Place; Chicago, Illinois 60611.

Grade Range:	K - 4
Can be Administered to:	Individuals
Time for Administration:	About 5 minutes
Language:	English

The Auditory Discrimination Test(ADT) is designed to determine a child's ability to recognize the fine differences that exist between the phonemes used in English speech. It can be used to predict articulatory speech defects and certain remedial reading problems. The task presented is relatively simple; the child is asked to listen to 40 word-pairs and tell the examiner if the words are the same or different. The ADT has complete phonetic and phonemic balance. The Manual contains a table of standard scores, as well as data on validity, reliability, and interpretation of scores.

BARRANQUILLA RAPID SURVEY INTELLIGENCE TEST(BARSIT): F. del Olmo; Psychological Corporation (1956-58); 304 East 45th Street; New York, N.Y. 10017.

Grade Range:	3 - Adults
Can be Administered to:	Groups
Time for Administration:	About 10 minutes
Language:	Spanish

The "Test Rápido Barranquilla" is an easily-administered instrument designed to measure mental ability, containing both verbal and numerical problems, for use with students in grades 3-7 and adults with primary level education who speak Spanish. The tests and the directions are available only in Spanish. The Manual provides norms from Venezuela, classified according to grade or (for adults) number of years of education.

BENDER VISUAL MOTOR GESTALT TEST: L. Bender; Psychological Corporation; 304 East 45th Street; New York, N.Y. 10017.

Grade Range:	K - 5
Can be Administered to:	Individuals
Time for Administration:	20 - 30 minutes
Language:	English

A nonverbal technique which can be administered only by trained clinicians and research workers, the Bender Visual Motor Gestalt Test is designed to diagnose children with visual or perceptual-motor problems in the primary grades. In this perceptual measure, the child must reproduce a series of designs; the child's drawings are interpreted in terms of Gestalt laws. The Bender Developmental Scoring System, described in The Bender Gestalt Test for Young Children by E.M. Koppitz, Grune and Stratton, 1964, New York, provides a system for objectively measuring responses, as well as normative data.

BILINGUAL SCIENCE TESTS: Dr. C. Sanguinetti; Curriculum Bureau; Board of Education; 131 Livingston Street, Room 610; Brooklyn, N.Y. 11201.

Grade Range:	5 - 8
Can be Administered to:	Groups
Time for Administration:	40 minutes
Languages:	English and Spanish

The Bilingual Science Tests are designed to measure achievement in science. They are available in English and Spanish. The 5th and 6th grade test, a measure of general science knowledge, is a research product of the New York City Study of Closed Circuit Television Cooperative Research Project of the Fund for the Advancement of Education and the N.Y.C. Board of Education. The 7th grade test assesses knowledge of chemistry while the 8th grade test measures more advanced knowledge of general science; both were produced by the Science-Spanish Research Project of N.Y.C.'s Bureau of Educational Research. The test items are all multiple-choice. Also available is a report entitled "Science Instruction in Spanish for Pupils of Spanish-Speaking Background", which contains both the tests and test results for experimental and control group students.

BILINGUAL SYNTAX MEASURE(BSM): M. Burt, H. Dulay, and E. Hernandez; Harcourt Brace Jovanovich, Inc. (1975); 757 Third Avenue, New York, N.Y. 10017.

Grade Range:	K - 2
Can be Administered to:	Individuals
Time for Administration:	20 - 30 minutes
Languages:	English and Spanish

The Bilingual Syntax Measure(BSM) provides information about a child's proficiency in speaking and comprehending Spanish and English. It is designed to measure the grammatical proficiency of primary grade children in either or both languages, by using natural speech as a basis for making judgements. To elicit natural speech, cartoon-type pictures are shown to the child and simple questions asked about them; these provide the framework for a "conversation" which both the teacher and child usually enjoy. The content of the child's responses to the 22 syntax production items is not taken into account; any answer that is appropriate is recorded on a coding sheet. An analysis of the child's speech then yields a numerical indicator and qualitative description of the child's structural language proficiency.

The results of the BSM can be used to: reveal degrees of bilingualism in English and Spanish, indicating a child's language dominance with respect to basic syntactic structures; measure a child's structural proficiency in either English or Spanish as a second language; and assess degrees of maintenance or loss of basic Spanish structures by children who acquired Spanish as a first language. The Handbook provides a description of, directions for administering, and the theoretical framework for the Bilingual Syntax Measure, as well as a rationale for the coding system. The BSM will be generally available in January, 1975.

BOEHM TEST OF BASIC CONCEPTS: A.E. Boehm; Psychological Corporation (1969); 304 East 45th Street; New York, N.Y. 10017.

Grade Range:	K - 2
Can be Administered to:	Individuals or small groups
Time for Administration:	About 30 minutes
Languages:	English and Spanish

The Boehm Test of Basic Concepts is a picture test designed to appraise mastery of basic concepts commonly found in early childhood instructional materials. These concepts are essential to understanding oral communications from teachers and other children. Designed as both a diagnostic and remedial or teaching instrument, the Boehm identifies the particular concepts that are unknown to children for use as the focus of instruction. Norms are provided according to grade and socio-economic level. The directions are available in both English and Spanish.

CALIFORNIA ACHIEVEMENT TESTS(CAT): E.W. Tiegs and W.W. Clark; CTB/McGraw-Hill (1957); Del Monte Research Park; Monterey, California 93940.

Grade Range:	1 - 14
Can be Administered to:	Groups
Time for Administration:	1 - 3 hours
Languages:	English and Spanish

Designed to measure educational achievement and provide an individual analysis of a child's learning difficulties, the California Achievement Tests(CAT) consists of three sections: Reading; Arithmetic; and Language. The skills assessed by this battery include Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, Arithmetic Fundamentals, and Mechanics of English and Spelling. A Spanish translation of the test instructions will be supplied with the California Achievement Tests by the publisher only when specifically requested.

CITY COLLEGE LANGUAGE DOMINANCE TESTS FOR SPANISH-ENGLISH BILINGUALS: AMBIGUOUS VERBAL STIMULUS TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH-ENGLISH BILINGUALS and FLEXIBILITY TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH-ENGLISH BILINGUALS: Dr. G.D. Keller; M.A. Program in Hispanic Linguistics; Department of Romance Languages; City College of New York; New York, N.Y. 10031.

Grade Range:	4 - Adults
Can be Administered to:	Individuals or groups
Time for Administration:	10 - 15 minutes
Languages:	English and Spanish

Designed to measure language dominance in Spanish-English bilinguals, ages 10 and up, the City College Language Dominance Tests include the Ambiguous Verbal Stimulus Test and the Flexibility Test. Both instruments were field-tested at Public School 192 in New York City, where videotapes were made of their administration.

The Ambiguous Verbal Stimulus Test contains 100 words of which 24 are the critical ambiguous stimulus words. The subject reads all the words, and three judges evaluate the subject's pronunciation of the 24 ambiguous Spanish-English words. A subject's score places him in one of seven categories, ranging from "Extremely Spanish Dominant" to "Extremely English Dominant". This instrument must be administered on an individual basis.

The Flexibility Test consists of five nonsense items from which the subject must form actual words in English and Spanish. A subject's score places him in one of seven categories, ranging from "Extremely Spanish Dominant" to "Extremely English Dominant". This test may be administered individually or in groups.

COLUMBIA MENTAL MATURITY SCALE(CMMS): B.B. Burgemeister and L.H. Blum; Harcourt Brace Jovanovich, Inc. (1972); 757 Third Avenue; New York, N.Y. 10017.

Grade Range:	Pre K - 4
Can be Administered to:	Individuals
Time for Administration:	15 - 20 minutes
Languages:	English and Spanish

The Columbia Mental Maturity Scale(CMMS) was developed for the assessment of general reasoning ability, particularly with the very young child. Directions in Spanish are included in the manual. An individually-administered mental ability test that requires no verbal response and a minimum of motor response on the subject's part, the CMMS consists of 92 pictorial classification exercises. The child is asked to select the one picture which is different from the other three pictures on a card. School personnel other than psychologists and counselors can be trained to administer the test. "The objects depicted are, in general, within the range of experience of most American children, even those whose environmental background has been limited." The 1972 edition is the third revision of the test first published in 1954. Norms, derived from a controlled national sample stratified by sex, parental occupation, race, and geographic area, are included in the Examiner's Kit.

COMPREHENSIVE ENGLISH LANGUAGE TEST(CELT): D.P. Harris and L.A. Palmer; McGraw-Hill Book Company (1970); Available from Mr. F. Perkins; McGraw-Hill International Book Company/48; 1221 Avenue of the Americas; New York,N.Y.10020.

Grade Range:	High School - Adults
Can be Administered to:	Groups
Time for Administration:	About 2 hours
Language:	English

Designed to assess the English language proficiency of non-native speakers, the Comprehensive English Language Test(CELT) provides a series of easy-to-administer tests, especially appropriate for intermediate and advanced high school, college, and adult English as a second language programs. The CELT consists of three multiple-choice tests, Listening, Structure, and Vocabulary, which may be used separately or as a complete battery. All the CELT tests use a separate answer sheet and a reusable test booklet. Norms and other data are available in a Technical Manual. New forms of the CELT tests should be available by the end of 1974.

The Listening Test measures the ability to comprehend short statements, questions, and dialogues as spoken by native speakers of English; it contains 50 items and takes about 40 minutes. The Structure Test has a total of 75 items to be answered in 45 minutes, and measures the ability to manipulate the grammatical structures occurring in spoken English. With a total of 75 items and an administration time of 35 minutes, the Vocabulary Test assesses the understanding of the kinds of lexical items which occur in advanced English reading.

CROSS-CULTURAL ATTITUDE INVENTORY(CCAI): S. Jackson; Urban Research Group (1972); 306 West 16 Street; Austin, Texas 78701.

Grade Range:	K - 3
Can be Administered to:	Groups
Time for Administration:	20 - 30 minutes
Languages:	English and Spanish

The Cross-Cultural Attitude Inventory(CCAI) measures attitudes toward the Mexican-American and Anglo cultures. It can be administered to English and Spanish-speaking children in the primary grades. The child does not need to be able to read. The stimuli used for the CCAI are graphic illustrations of symbols associated with the two cultures: flags; foods; sports; games; clothing; language; and people. Instructions are given in both Spanish and English to each child, and the child records his reaction by marking one of the five faces on a happy-sad dimension scale. The Manual includes directions for interpreting results, as well as content and validity considerations.

CULTURE FAIR INTELLIGENCE TEST: R.B. Cattell and A.K.S. Cattell; Institute for Personality and Ability Testing; 1602 Coronado Drive; Champaign, Illinois 61820; and Bobbs-Merrill Co.,Inc.; 4300 W. 62 Street, Indianapolis, Ind. 46206.

Grade Range:	Pre K - 12, Adults
Can be Administered to:	Individuals or Groups
Time for Administration:	From 20 to 60 minutes
Languages:	English, Spanish, and German

Said to be relatively independent of school achievement, social advantages, and various other environmental influences, the Culture Fair Intelligence Test is a nonverbal measure of general ability. It is available in English, Spanish, and German versions, and comes in two editions with scales for use with students in grades Pre K - 12. Edition one, the IPAT Culture Fair Intelligence Test(1933-63) has three scales, while edition two, the Cattell Culture Fair Intelligence Test(1960-61) has only two. Scale 1 (for ages 4 - 8) of the IPAT has 8 subtests, including symbol copying, classification of pictures, mazes, identification of similar drawings, selecting familiar objects when named, following directions, identifying what is wrong with pictures or familiar objects, and riddles. Scales 2 and 3 of both the IPAT and the Cattell have 4 subtests: series; classification; matrices; and conditions.

DIAGNOSTIC TEST FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE: A.L. Davis; McGraw-Hill (1953); Available from Mr. F. Perkins; McGraw-Hill International Book Company /48; 1221 Avenue of the Americas; New York, N.Y. 10020.

Grade Range:	High School - Adults
Can be Administered to:	Groups
Time for Administration:	About 60 minutes
Language:	English

The Diagnostic Test for Students of English as a Second Language is designed to assess knowledge of English structure and idiomatic vocabulary through 150 multiple-choice questions. This simple and effective diagnostic test can be used: to determine whether special instruction is necessary; to place students in classes of different levels of proficiency; or to aid in the preparation of lesson plans. Test questions cover all areas of English usage. The Instruction Sheet, which accompanies the test booklets and separate answer sheets, contains a short section on Scoring and Interpretation of the instrument.

DIFFERENTIAL APTITUDE TESTS(DAT): G.K. Bennett, H.G. Seashore, and A.G. Wesman; Psychological Corporation(1947); 304 E. 45 St; New York, N.Y. 10017.

Grade Range:	8 - 12, adults
Can be Administered to:	Groups
Time for Administration:	6 - 30 minutes
Languages:	English and Spanish

An integrated battery of aptitude tests designed for educational and vocational guidance in grades 8-12, the Differential Aptitude Tests measure the abilities of students in 8 areas: Verbal Reasoning(30 minutes); Numerical Ability(30 minutes); Abstract Reasoning(25 minutes); Space Relations(25 minutes); Mechanical Reasoning(30 minutes); Clerical Speed and Accuracy (6 minutes); Language Usage-Spelling(10 minutes); and Language Usage-Grammar (25 minutes). Standardized in 1963, the entire battery of tests can be administered in slightly over three hours, and scored fairly rapidly. The fourth edition of the interpretive manual provides norms for the English version, and information on validity and reliability. Inquiries about the authorized Spanish translation and adaptation of this measure, called "Tests de Aptitud Diferencial", should be addressed to:

Dr. Robert B. MacVear
Colegio Americano de Guatemala
Apartado Postal No. 83
Guatemala, Guatemala

DURRELL LISTENING-READING SERIES: D. Durrell and M.T. Hayes; Harcourt Brace Jovanovich, Inc. (1968-70); 757 Third Avenue; New York, N.Y. 10017.

Grade Range:	1 - 9
Can be Administered to:	Groups
Time for Administration:	About 2 1/2 hours
Language:	English

While not specifically designed for an ESL program, the Durrell Listening-Reading Series provides a comparison of a child's listening and reading abilities in English, in order to identify children who are in need of special reading help or who can profit by an enriched program.

The Series consists of two parallel tests: a Listening Test which measures aural understanding and a Reading Test which measures reading achievement. The Listening Test is administered orally by the teacher, and answers are marked in the test booklet. The Reading Test requires the students to read parallel vocabulary items and sentences. The Series allows the teacher to measure the degree of retardation in reading as compared to listening. The raw scores yield grade equivalents, age equivalents, differentials between listening and reading achievement, percentiles, and stanines. Information on norms, reliability, and validity are provided in the Manual.

GEIST PICTURE INTEREST INVENTORY FOR MEN: Spanish Edition; H. Geist; Western Psychological Services; 12031 Wilshire Blvd; Los Angeles, California 90025.

Grade Range:	8 - Adults
Can be Administered to:	Groups
Time for Administration:	About 25 minutes
Languages:	English and Spanish

Standardized on Spanish-speaking and bilingual subjects, the Spanish Edition of the Geist Picture Interest Inventory for Men identifies the vocational and avocational interests of Spanish-speaking and bilingual men and boys. The Geist Inventory consists of 44 sets of three drawings to measure interests in 11 general areas; the subject circles which of the three drawings illustrates the occupation or avocation he prefers. A Motivation Questionnaire can be administered separately to explore motivations behind occupational choices. The Manual is available both in English and in Spanish.

HEBREW LANGUAGE TESTS: National Testing Bureau; American Association for Jewish Education; 114 Fifth Avenue; New York, N.Y. 10011.

Grade Range:	2 - 9
Can be Administered to:	Groups
Time for Administration:	45 - 60 minutes
Language:	Hebrew

The Hebrew Language Tests of the American Association for Jewish Education include: the Hebrew Language Test; the Fundamentals of Hebrew Test; and the NCRI Achievement Tests in Hebrew.

The Hebrew Language Test, for use in grades 3-5, is made up of four subtests: Sentence Comprehension; Story Comprehension; Vocabulary Recognition; and Grammar. It contains 85 questions and comes in two forms.

There are three versions of the Fundamentals of Hebrew Test. The Lower Level, consisting of 75 questions for grades 2-5, measures Vocabulary Recognition, Story Comprehension, and Grammar. The Intermediate Level contains 109 questions for grades 3-6 in four parts: Vocabulary Recognition; Story Comprehension; Sentence Comprehension; and Grammar. The Upper Level is designed to measure Vocabulary Recognition, Story Comprehension, Sentence Comprehension, and Grammar in 4th-7th grade children; it contains 105 questions.

The NCRI Achievement Tests in Hebrew are designed to measure Vocabulary Recognition and Sentence Comprehension, and are available in four forms. Forms 1 and 2 consist of 72 questions each for grades 5-7. Forms 3 and 4 each contain 80 questions for grades 7-9.

ILYIN ORAL INTERVIEW: D. Ilyin; Newbury House Publishers; 68 Middle Road; Rowley, Massachusetts 01969.

Grade Range:	7 - Adults
Can be Administered to:	Individuals
Time for Administration:	From 5 - 30 minutes
Language:	English

The Ilyin Oral Interview is designed for use in standard ESL programs to test a student's ability to use English orally in response to hearing it, in a controlled situation. The Interview may be used: to place incoming students in an appropriate level English as a Second Language class; to show achievement gains in a pre-post test situation; or to correlate an individual's oral proficiency with his performance on tests that require reading or writing skills as well. The Interview consists of 50 items, progressing from simpler to more difficult. Each item is scored for accuracy of information and accuracy of structure, including word order, verb structure, and other structures; pronunciation and fluency are not scored. Results of field-testing, norms, and information on reliability are soon to be available.

INTER-AMERICAN SERIES: H.T. Manuel; Guidance Testing Associates; 6516 Shirley Avenue; Austin, Texas 78752.

Grade Range:	Pre K - 13
Can be Administered to:	Groups
Time for Administration:	14 - 52 minutes
Languages:	English, Spanish,(Italian,French)

Available from Guidance Testing Associates are the Inter-American Tests (New Series) and the Cooperative Inter-American Tests (1950 Series). These instruments include: the Tests of General Ability; the Tests of Reading; Comprehension of Oral Language; Reading and Number; Inventory of Interests; the CIA Tests of General Ability; the CIA Tests of Reading; CIA Language Usage; CIA Natural Sciences; and CIA Social Studies.

All of these tests are published in English and Spanish editions, using "standard" language forms with parallel content. In schools with both English and Spanish-speaking students, the children can be tested in their native language and the scores will be comparable. In addition, the tests can be used to compare the abilities of the same child in the two languages. The latest catalog indicates that a limited number of editions are also available in Italian and French.

Although various norms based on results found by different users of the tests are presented in the Test Manual, the author recommends the use of regional or local norms prepared by the examiner.

(INTER-AMERICAN SERIES - Continued):

TESTS OF GENERAL ABILITY: Designed to estimate academic ability in general, the Tests of General Ability are not measures of general intelligence. There are six different levels, ranging from preschool through high school. The Preschool Level may be individually-administered in two periods of about 20 minutes each, and yields a Verbal-Numerical score, a Nonverbal score, and a Total score. The Level 1 test, designed to measure readiness for first grade, is recommended for administration to small groups in two periods of about 25 minutes each, and yields a Verbal-Numerical score, a Nonverbal score, and a Total score. The Level 2 Test of General Ability for use in grades 2 and 3 may be administered to groups in about 45 minutes; it also yields a Verbal-Numerical score, a Nonverbal score, and a Total score. Levels 3, 4, and 5, for grades 4-13, may be group-administered in about 52 minutes, and yield Verbal, Nonverbal, Number, and Total scores.

TESTS OF READING: Designed to measure achievement in reading comprehension and vocabulary, the Tests of Reading come in five levels, for administration to groups of children in grades 1-13. The Level 1 test takes about 18 minutes and yields Vocabulary, Comprehension, and Total scores; the children read a word, sentence, or paragraph, and select one of four pictures in the test booklet. The Level 2 instrument, designed for use in the second semester of grade 2 and in grade 3, can be administered in about 23 minutes, and yields scores for Level of Comprehension, Speed of Comprehension, Vocabulary, and Total; answers are marked directly in the test booklet. Levels 3, 4, and 5, for grades 4-13, take about 41 minutes, and yield Vocabulary, Speed of Comprehension, Level of Comprehension, and Total scores; separate answer sheets are used.

COMPREHENSION OF ORAL LANGUAGE: A short test designed to estimate a child's ability to understand simple words or phrases read to him in English or Spanish. The Comprehension of Oral Language Test can be group-administered in about 20 minutes to children in grades K-3. The children simply mark a picture in response to simple expressions read by the teacher. No information on norms is as yet available.

READING AND NUMBER: The Test of Reading and Number is designed as an achievement measure of basic skills in reading and simple numerical operations at the end of grade 3 and in grade 4. Both the reading and number sections of the test consist of two parts, and group-administration takes about 34 minutes. Psychometric data is not yet available.

INVENTORY OF INTERESTS: Designed for use by counselors of adolescents and adults, the Inventory of Interests asks for an expression of the degree of interest in more than 100 occupations and in 56 academic subjects. This instrument is untimed and should be individually-administered.

CIA TESTS OF GENERAL ABILITY: Part of the 1950 series, the Cooperative Inter-American Tests of General Ability are available on three levels. The Primary tests, for grades 1-3, may be administered in two periods of about 25 minutes each, and measure Oral Vocabulary as well as Classification and Association. The Intermediate tests, for grades 4-7, yield Nonverbal and Verbal scores; answers are recorded on separate answer sheets and administration takes about 34 minutes. The Advanced tests, for grades 8-13, can be administered in about 34 minutes and yield Nonverbal and Verbal scores.

(INTER-AMERICAN SERIES - Continued):

CIA TESTS OF READING: Another part of the 1950 series, the CIA Tests of Reading are available on three levels to measure achievement in reading. The Primary test can be administered to grades 1-3 in about 16 minutes, and yields Vocabulary, Comprehension, and Total scores. The Intermediate test, for grades 4-7, takes about 40 minutes to give, and yields Vocabulary, Comprehension, and Total scores. The Advanced test, for grades 8-13, can be administered in about 40 minutes, resulting in Vocabulary, Comprehension, and Total scores.

CIA LANGUAGE USAGE: The CIA Language Usage Test is designed for students of English or Spanish as a Second Language. The testing time is about 35 minutes, and the scores are for Active Vocabulary, Expression, and Total.

CIA NATURAL SCIENCES: VOCABULARY AND INTERPRETATION OF READING MATERIALS: The CIA Natural Sciences Test is designed to estimate ability to read and understand scientific materials in grades 8-13. This instrument may be administered to groups in about 40 minutes, yielding Vocabulary, Interpretation, and Total scores. Part of the 1950 series, this test may be somewhat dated though still usable.

CIA SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS: Designed to estimate ability to read and understand social studies materials, the CIA Social Studies Test can be used in grades 8-13. Testing time is about 40 minutes, and separate answer sheets are used; three scores result: Vocabulary; Interpretation; and Total.

JUNIOR EYSENCK PERSONALITY INVENTORY(JEPI): H.J. Eysenck and B.G. Eysenck; Educational and Industrial Testing Service (1969); P.O. Box 7234; San Diego, California 92107.

Grade Range:	4 - 8
Can be Administered to:	Groups
Time for Administration:	10 - 15 minutes
Languages:	English and Spanish

The Junior Eysenck Personality Inventory(JEPI), available in parallel Spanish and English editions, is designed to measure two dimensions of personality: extraversion-introversion and neuroticism-stability(sic). The JEPI consists of fifty-seven probing items to which the subject answers "yes" or "no". Responses are marked directly on the Inventory and are scored by means of overlay stencils. The JEPI is used for educational guidance, where JEPI personality dimensions have been found to be related to aspects of academic achievement. Norms are available for Anglo, Negro, and Mexican-American groups.

LANGUAGE FACILITY TEST(LFT): J.T. Dailey; Allington Corporation (1965-68); 801 N. Pitt Street; Alexandria, Virginia 22314.

Grade Range:	3 - Adults
Can be Administered to:	Individuals
Time for Administration:	About 10 minutes
Languages:	Any language

Designed to measure oral language facility independent of vocabulary, information, pronunciation, and grammar, the Language Facility Test(LFT) uses 3 of 12 pictures to elicit sample language responses. Responses to each picture are scored on a 10-point scale on the basis of complexity and organization of the story elicited. The LFT is available for use with children or adults. Some norms are presented in terms of age-equivalent and percentile scores. The test can be administered in Spanish or any other language and scored by the same basic criteria.

MICHIGAN ORAL LANGUAGE PRODUCTIVE TESTS(MOLPT): Structured Response Test(SRT) and Conceptual Oral language Test(COLT): American Council on the Teaching of Foreign Languages (1970); Modern Language Association Publications Center; 62 Fifth Avenue; New York, N.Y. 10011.

Grade Range:	Pre K - 3
Can be Administered to:	Individuals
Time for Administration:	15 - 35 minutes
Language:	English

The Michigan Oral Language Productive Tests(MOLPT) are two individually-administered tests: Structured Response Test and Conceptual Oral Language Test. The MOLPT are designed for use with four to six-year-old Spanish-background children learning English as a second language.

The purpose of the Structured Response Test(SRT) is to assess the child's ability to produce standard grammatical and phonological features of English when he speaks. There are 43 verbal items in 11 grammatical and phonological categories. The verbal stimulus is structured so that the child will give a response containing a particular feature of grammar or pronunciation. Administration of the SRT takes approximately 15 minutes, and the scores yield percentages for the eleven categories.

The Conceptual Oral Language Test(COLT) is designed to measure the overall effect of curriculum on conceptual understanding in grades 1-3. The COLT is especially useful with pupils who are in the process of learning standard English. The COLT assesses the pupil's ability to solve problems and think in terms of basic concepts in math, science, and social studies. The 60 items are divided into four formats: differentiation; classification; seriation; and analogy. The pupil indicates his answer in two ways: by pointing to the picture of his choice and by explaining his answer. The discrepancy between the verbal and nonverbal scores indicates the degree of the pupil's potential for learning as well as his level of oral production of standard English. It takes about 33 minutes to administer the COLT.

MLA-COOPERATIVE FOREIGN LANGUAGE TESTS: SPANISH: Modern Language Association of America (1963); Available from Educational Testing Service; Box 999; Princeton, New Jersey 08540.

Grade Range:	High School - College
Can be Administered to:	Groups
Time for Administration:	About 2 hours
Languages:	French, German, Italian, Russian, and Spanish

Developed specifically to appraise language learning by the audio-lingual approach, the MLA-Cooperative Foreign Language Tests measure language skills functionally. Except for the directions, which are in English, the Spanish version is completely in Spanish. The four basic skills, Listening, Speaking, Reading, and Writing, are separately tested at two levels of difficulty. A norms booklet provides norms for all tests in this series. Separate answer sheets can be used for Listening and Reading only. Also available are versions in French, German, Italian, and Russian.

MODERN LANGUAGE APTITUDE TEST(MLAT) and ELEMENTARY MODERN LANGUAGE APTITUDE TEST(EMLAT): J.B. Carroll and S.M. Sapon; The Psychological Corporation (1959 and 1967); 304 East 45th Street; New York, N.Y. 10017.

Grade Range:	3 - 6, 9 - Adult
Can be Administered to:	Groups
Time for Administration:	About 60 - 70 minutes
Language:	English

Designed chiefly to indicate an English-speaking individual's probable degree of success in learning a foreign language, the Modern Language Aptitude Test can be used with groups from grade 9 on. The MLAT consists of five subtests: Number Learning; Phonetic Script; Spelling Clues; Words in Sentences; and Paired Associates. Administration of the MLAT requires slightly more than an hour and a tape recorder to present the test directions.

An out-growth of the MLAT, the Elementary Modern Language Aptitude Test(EMLAT) predicts how easily and rapidly children in grades 3-6 will learn a foreign language. The EMLAT consists of four subtests: Hidden Words; Matching Words; Finding Rhymes; and Number Learning. A tape recording must be used to administer the EMLAT, which takes slightly more than one hour (in two or more sessions.)

Each test is available with a Manual, which provides norms, classified by sex and grade, as well as information on validity and reliability.

NEW YORK STATE MATHEMATICS TEST: SPANISH LANGUAGE EDITIONS: New York State Education Department (1973); The University of the State of New York; Albany, New York 12224.

Grade Range:	3, 6, and 9
Can be Administered to:	Groups
Time for Administration:	50 - 60 minutes
Languages:	English and Spanish

The New York State Mathematics Tests, in Spanish and English Editions, are designed to measure achievement in mathematics, as well as the general effectiveness of a school's math program. These instruments can also be used by teachers to aid in planning classroom instruction and in evaluating the progress of individual pupils. Three areas of mathematics are assessed: Concepts; Computation; and Problem Solving. In the third grade version, answers are recorded directly in the test booklet. The 6th and 9th grade versions have separate answer sheets. Norms are provided in the Manual.

PEABODY PICTURE VOCABULARY TEST(PPVT): L.M. Dunn; American Guidance Service Inc. (1959); Publishers' Building; Circle Pines, Minnesota 55014; Spanish translation by the Southeastern New Mexico Bilingual Program.

Grade Range:	Pre K - Adults
Can be Administered to:	Individuals
Time for Administration:	15 minutes
Languages:	English and Spanish

The Peabody Picture Vocabulary Test(PPVT) is designed to estimate verbal intelligence, by measuring a child's hearing vocabulary. It is available in English and as a literal Spanish translation, produced by the Southeastern New Mexico Bilingual Program. In its administration, a stimulus word is presented orally and the testee then indicates the picture which best illustrates the meaning of the stimulus word. The person taking the test is not required to make any verbal response. For a very critical review of the translation, by Platt and Diaz, which should be obtained by anyone considering use of the Spanish version of the PPVT, contact the Multilingual Assessment Program, Stockton Unified School District, 701 North Madison Street, Stockton, Cal.95202.

PIMSLEUR MODERN FOREIGN LANGUAGE PROFICIENCY TESTS: SPANISH: P. Pimsleur; Harcourt Brace Jovanovich, Inc.(1967); 757 Third Ave.; New York, N.Y. 10017.

Grade Range:	Junior High School - College
Can be Administered to:	Groups
Time for Administration:	About 1 3/4 hours
Languages:	Spanish, French, German

The Pimsleur Modern Foreign Language Proficiency Test, Spanish, is actually made up of 4 separate measures of language communication skills: a Listening Comprehension Test; a Speaking Proficiency Test; a Reading Comprehension Test; and a Writing Proficiency Test. The 4 tests may be given together or separately over a period of time. Two forms of the test, A and C, are available, according to whether the course is 1st or 2nd level. Norms are provided for both levels. Versions in French and German are also available.

PRIMARY SELF-CONCEPT INVENTORY(PSCI): D. Muller and R. Leonette; Urban Research Group (1973); 306 West 16 Street; Austin, Texas 78701.

Grade Range:	K - 4
Can be Administered to:	Groups
Time for Administration:	About 30 minutes
Languages:	English and Spanish

The Primary Self-Concept Inventory(PSCI) is designed to assess six factors of self-concept relevant to school success: physical size; emotional state; peer acceptance; helpfulness; tendency to succeed or fail; and ability to conform to classroom behavior expectations. The Inventory is available in male and female versions, and can be administered in either Spanish or English, even to children not yet able to read.

The PSCI is composed of twenty pictures which depict one child in a negative role and one child in a positive role, in a variety of school, social, and emotional situations. After the examiner describes the illustration, the subjects are told to draw a circle around the child they believe to be most like themselves. The instrument yields a total self-concept score, three domain scores, and six area scores. The Manual contains a technical description, normative data, and directions for interpretation of results.

PRUEBAS DE PUERTO RICO: Oficina de Evaluación, Departamento de Instrucción Publica, Hato Rey, Estado Libre Asociado de Puerto Rico.

Grade Range:	K - 12
Can be Administered to:	Groups
Time for Administration:	50 - 111 minutes
Languages:	Spanish and English

The following tests in Spanish and in English are measures of General Ability, Readiness, Language and Academic Achievement, and Personality. They are all available from the Evaluation Office with norms for populations in Puerto Rico.

PRUEBA COLECTIVA PUERTORRIQUEÑA DE CAPACIDAD MENTAL (1958), Forms A and B: A nonverbal intelligence test, "La Prueba Colectiva Puertorriqueña de Capacidad Mental" can be administered in about 60 minutes to children in grades 1 - 3. It consists of three parts: Verbal(20 items); Visual(20 items); and Quantitative(18 items). The children mark their answers directly in the booklets.

TEST PUERTORRIQUEÑO DE HABILIDAD GENERAL (1962), Forms A and B: This instrument is designed to measure general ability in grades 4 - 12. It consists of five subtests: Synonyms(25 items); Antonyms(25 items); Analogies (25 items); Numerical Ability(15 items); and Spatial Relationships(21 items). Administration takes about 70 minutes, and the test booklets are reusable, since pupil responses are recorded on separate answer sheets.

(PRUEBAS DE PUERTO RICO - Continued):

PRUEBA DE APRESTAMIENTO PARA LA LECTURA (1963-64), Forms A and B: This test is designed to measure reading readiness in Kindergarten or beginning grade 1 children. It consists of 5 parts: Visual Discrimination and Memory (6 items); Understanding Oral Expressions(6 items); Word Recognition(6 items); Oral Vocabulary(6 items); and Auditory Discrimination(6 items). Answers to this one-hour test are marked directly in the test booklet.

TEST DE DESTREZAS BÁSICAS EN LECTURA (1962), Primary Level: This test measures basic reading skills in about 62 minutes. Applicable to grades 1, 2, and 3, it consists of 3 parts: Letter and Word Recognition(69 items); Word Meaning(30 items); and Comprehension(27 items). Answers are recorded directly in the test booklet.

PRUEBA DE LECTURA (1964), Elementary Level: This measure of reading skills, for grades 4 - 6, consists of two parts: Vocabulary(60 items) and Comprehension(55 items). This level takes about 65 minutes, and uses a separate answer sheet and a reusable test booklet.

PRUEBAS DE LECTURA EN ESPAÑOL (1968), Forms A and B: These tests are designed to measure reading ability in Spanish. There are four levels which cover grades 1 - 12, each consisting of two parts: Vocabulary and Comprehension. Administration takes about 60 minutes.

TEST OF BASIC SKILLS IN ENGLISH (1960), Primary Level: This test is designed to measure the child's basic knowledge of English in grades 1 - 3. It takes about 70 minutes and consists of three parts: Oral Vocabulary(40 items); Reading(38 items); and Writing(21 items). The examiner reads the instructions to the group and the children record their answets in the test booklet. Information on validity and reliability, as well as local norms, are included in the Manual.

TEST OF BASIC SKILLS IN ENGLISH (1962), Elementary Level: This test for children in grades 4 - 6, consists of two parts: Language(54 items) and Reading(46 items), to be administered in about 55 minutes. The children record their answers on a separate answer sheet. The Manual includes local norms, and information on validity and reliability.

READING COMPREHENSION TEST (1961-62), Intermediate Level: This exam consists of 72 items designed to test reading comprehension in grades 7 - 9. The test instructions are in Spanish, administration takes about 80 minutes, and the students record their answers on a separate answer sheet.

ENGLISH LANGUAGE TEST (1962), Intermediate Level: This measure for grades 7 - 9 consists of four subtests: Auditory Discrimination(35 items); Structure(70 items); Vocabulary(45 items); and Writing of Words(20 items). It takes about 77 minutes, instructions are in Spanish, and a separate answer sheet is used.

PRUEBA DE LECTURA EN INGLÉS (1968), Forms A and B: This test is designed to test reading ability on four levels of difficulty in grades 3 - 12. The test consists of two parts, Vocabulary and Reading Comprehension, and takes about 60 minutes. Norms are classified by grade, district, and sex, for all or part of the test. Information on validity and reliability is also included.

(PRUEBAS DE PUERTO RICO - Continued):

PRUEBA DE DESTREZAS BÁSICAS EN ARITMÉTICA (1962), Primary Level: This instrument measures basic arithmetic skills in the second and third grades. It can be administered in about 87 minutes, and consists of two parts: Use and Application of Numbers(16 items) and Basic Skills(32 items). Answers are recorded directly in the test booklet.

PRUEBA DE DESTREZAS BÁSICAS Y RAZONAMIENTO EN ARITMÉTICA (1960), Elementary Level: This is a test of arithmetic ability, applicable to grades 4 - 6. It consists of two parts: Basic Skills(32 items) and Arithmetic Reasoning(45 items). Answers are recorded on a separate answer sheet. Administration should take about 111 minutes.

PRUEBA DE APROVECHAMIENTO EN MATEMÁTICAS (1960), Intermediate Level: This instrument is designed to measure mathematical achievement in grades 7-9. There are three subtests: General Knowledge(29 items); Basic Skills(41 items); and Reasoning(20 items). It can be given in about 87 minutes, and uses separate answer sheets.

PRUEBA DE MATEMÁTICA (1968), Forms A and B: A test of mathematical achievement in the seventh grade, the Prueba de Matemática consists of three parts: Computation Skills(16 items); Basic Concepts(18 items); and Applications (16 items). It can be administered in about 50 minutes.

PRUEBA DE AIGEBRA ELEMENTAL (1964), Advanced Level: This instrument consists of 65 items designed to measure a student's knowledge of elementary algebra. It takes about 70 minutes and is applicable to grades 10 - 12. A separate answer sheet is used.

PRUEBA DE APROVECHAMIENTO EN CIENCIAS (1962), Intermediate Level: This test takes about 105 minutes and consists of 150 items designed to measure achievement in science. It can be used in grades 7 - 9. A separate answer sheet is used.

PRUEBA DE CIENCIA (1968): This instrument, consisting of 50 questions, is designed to assess learning in science on the seventh grade level. The time for administration is about 58 minutes.

PRUEBA DE BIOLOGÍA MODERNA (1968), Advanced Level: This test consists of 50 items designed to measure the student's knowledge of biology. It is applicable to grades 10-12, and can be administered in about 50 minutes.

BATERÍA DE PRUEBAS (1968), Forms A and B: This Battery includes five achievement subtests for the sixth grade: Reading in English; Reading in Spanish; Mathematics; Science; and Social Studies. Each of the subtests has 50 items, and takes 50 minutes. Answers are recorded on an answer sheet, so that test booklets are reusable.

CUESTIONARIO SOBRE PERSONALIDAD, División de Investigaciones Pedagógicas y Estadísticas (1960): This test is constructed for grades 7-12 to measure personality adjustment in 4 areas: Social; Emotional; Personal; and Home Life. It can be administered in about 50 minutes, and consists of 160 questions which can be answered "yes", "no", or "not sure". The students can be classified into two groups: with problems or without problems.

(PRUEBAS DE PUERTO RICO - Continued):

INVENTARIO DE INTERESES VOCACIONALES, División de Investigaciones Pedagógicas y Estadísticas (1954): This test is designed to determine the vocational interests of students in grades 9 - 12. It describes activities in 8 areas: Fine Arts; Language; Helping People; Numbers; Mechanics; Science; Controlling People; and Clerical(Church). There are 240 questions to which the students can answer "yes" or "no" on a separate answer sheet. The Inventory is untimed.

RAVEN PROGRESSIVE MATRICES: J.C. Raven; The Psychological Corporation (1938); 304 East 45th Street; New York, N.Y. 10017.

Grade Range:	K - Adults
Can be Administered to:	Individuals or small groups
Time for Administration:	15 - 45 minutes
Language:	English

A nonverbal test series, the Raven Progressive Matrices are designed to aid in assessing mental ability. The directions may be given in Spanish or any other language, while the examinee is required to solve problems presented only in abstract figures and designs. The two forms of the progressive matrices are: Form 1938 (about 45 minutes) for use in an age range of 8 - 65; and Form 1947 (from 15 - 30 minutes) for use with children, aged 5 - 11, and adults whose mental ability is retarded or impaired. The Manual provides technical information and norms based entirely on British children and adults.

SCHOOL ATTITUDE TEST: Oral Version - J. Rivera;and Written Version - E.McCallon; Urban Research Group (1973); 306 West 16 Street; Austin, Texas 78701.

Grade Range:	Pre K - 6
Can be Administered to:	Groups
Time for Administration:	20 - 30 minutes
Languages:	English and Spanish

The School Attitude Test is designed to reflect the child's perception of his school environment and educational experiences. This instrument measures three areas of school attitude: interpersonal relations; student-instruction interaction; and general school factors. Available in a written and an oral version, the School Attitude Test can be administered in either English or Spanish by the classroom teacher. The oral version is designed for administration to Pre Kindergarten through third grade children in about 20 minutes. The written form can be used with children in grades four through six and takes about 30 minutes. The Manual contains information on administration, scoring, reliability, and validity.

SHORT TEST OF EDUCATIONAL ABILITY(STEA): Science Research Associates, Inc. (1966); 259 East Erie Street; Chicago, Illinois 60611.

Grade Range:	K - 12
Can be Administered to:	Groups
Time for Administration:	About 30 minutes
Languages:	English and Spanish

Designed to estimate educational ability in a short, easily-administered format, the Short Test of Educational Ability has parallel editions in English and Spanish. Levels 1 and 2, for grades K-3, are primarily pictorial and are administered orally. Levels 3, 4, and 5, for grades 4-12, are read by the students. The subtests include: What Would Happen If; How Would You; Spatial Relations; Verbal Meaning; Number Series; Arithmetic Reasoning; Letter Series; and Symbol Manipulation. In the Spanish edition, the test directions and items read orally by the teacher are annotated with Southwestern, Cuban, and Puerto Rican versions. Normative data for the English edition is presented in an Interpretive Manual, which contains recommendations for the use of the Spanish version. In order to determine whether the Spanish edition was equivalent to the English, both versions were administered to bilingual children in the Southwest. In grades K-3, the performances of the children were very similar. As a result, the Manual explains, along with cautionary notes, that the Level 1 and 2 norms developed for the English edition may well be applied to the Spanish edition. Levels 3, 4, and 5, however, should be used only with students who have had at least two years of their formal education in Spanish or who have otherwise demonstrated an ability to read Spanish with some facility.

SKOCZYLAS BILINGUAL TESTS: R.V. Skoczylas (1971); 8495 Gary Street; Gilroy, California 95020.

Grade Range:	K - College
Can be Administered to:	Individuals
Time for Administration:	5 - 8 minutes
Languages:	English and Spanish

The Skoczylas Bilingual Tests, individually-administered tests in Spanish and English, include the English Phonemic Unit Production Test, the Spanish Phonemic Unit Production Test, and the Home Bilingual Usage Estimate.

The English Phonemic Unit Production Test is designed to measure the student's ability to produce those difficult English sounds which must be mastered to speak the language well. The 8-minute test is recorded on a cassette tape by a native English speaker. Pretest and posttest forms are available.

The Spanish Phonemic Unit Production Test similarly measures the student's ability to produce those particularly difficult Spanish sounds which must be mastered to speak Spanish well. This 8-minute test is presented on a cassette tape, recorded by a native Spanish speaker. Both pretest and posttest forms are available.

The Home Bilingual Usage Estimate is an interview schedule that is designed to assess an individual's language usage in the home and family environment. The interview may be conducted in the subject's native language and takes about 6 minutes. This instrument yields a single score, classifying the subject as: English Monolingual; English Dominant; Apparent Bilingual; Spanish Dominant; or Spanish Monolingual. Information on validity and reliability is included.

SPOLSKY SPANISH-ENGLISH LANGUAGE DOMINANCE ASSESSMENT: B. Spolsky and P.Murphy (1970); University of New Mexico; 1805 Roma N.E.; Albuquerque, N.M. 87131.

Grade Range:	1 - 2
Can be Administered to:	Individuals
Time for Administration:	About 10 minutes
Languages:	English and Spanish

Intended for 1st and 2nd grade children who are bilingual or monolingual in either Spanish or English, the Spanish-English Language Dominance Assessment classifies a child as dominant in one language or the other. Administration of the assessment instrument takes about 10 minutes for each child and requires two people, an interviewer and a recorder. The assessment includes the following three parts in both English and Spanish: a series of questions about the child's language experience; four questions calling for nouns and verbs specific to the domains of the home, neighborhood, and school; and a three-minute tape-recorded sample of the child's speech using pictures as stimuli. A description of the instrument can be found in "Three Functional Tests of Oral Proficiency" by B. Spolsky, P. Murphy, W. Holm, and A. Ferrel, TESOL Quarterly, 6 (September 1972) 221-235. The authors point out that the assessment should be modified and validated locally; they would appreciate learning of any modifications or results of use of the instrument.

STANFORD EARLY SCHOOL ACHIEVEMENT TEST, SPANISH (SESAT-SPANISH): R. Madden, E.F. Gardner; Harcourt Brace Jovanovich, Inc. (1973); 758 Third Avenue; New York, New York 10017.

Grade Range:	K - 2
Can be Administered to:	Groups
Time for Administration:	About 1 1/2 hours
Languages:	English and Spanish

The Stanford Early School Achievement Test is now available in two Spanish forms for testing Hispanic children: the Edition for Puerto Rican students and the Edition for Chicano students. SESAT-SPANISH can help: to evaluate the optimum level of primary instruction possible in Spanish but not yet attainable in English; to evaluate growth over a period of months; to decide when instruction seems equivalent in either language; and to assess the need for emphasizing certain content areas. Both Spanish Editions consist of two levels (SESAT Level I: Kindergarten to beginning of grade 1 and SESAT Level II: end of grade 1 to beginning of grade 2) and four subtests: the Environment; Mathematics; Letters and Sounds; and Aural Comprehension.

These Editions are not literal Spanish translations but rather adaptations or modifications of the original test and directions. It should be understood that there is no meaningful relationship between scores on the Spanish versions and the English version. Since norms provided for the English version do not necessarily apply to the Spanish Editions, only local score distributions should be used.

SURVEY OF STUDY HABITS AND ATTITUDES(SSHA): W.F. Brown and W.H. Holtzman; The Psychological Corporation; 304 East 45 Street; New York, N.Y. 10017; Translated and adapted into Spanish by F. García, E. García, and L. Laosa.

Grade Range:	High School and College
Can be Administered to:	Groups
Time for Administration:	About 25 minutes
Languages:	English and Spanish

The Survey of Study Habits and Attitudes(SSHA) is designed to identify students whose habits and attitudes may prevent them from taking advantage of their educational opportunities. The Survey yields a profile in 7 areas: Delay Avoidance; Work Methods; Study Habits; Teacher Approval; Education Acceptance; Study Attitudes; and Study Orientation. These scores can be used by counselors to help students get more out of their school work.

The Spanish version of the SSHA, "Encuesta de Hábitos y Actitudes Hacia el Estudio", is an authorized Spanish-American edition. It was prepared in Mexico with care to assure its suitability for use in other Hispano-American countries. Norms are available for high school and first-year college students in Mexico.

SWCEL SPANISH ORAL CAPACITY TEST: Texas Educational Agency (1961); Spanish Translation by I.S. Carrillo; Southwestern Cooperative Educational Laboratory (1969); 229A Truman N.E.; Albuquerque, New Mexico 87108.

Grade Range:	Pre K - 2
Can be Administered to:	Individuals
Time for Administration:	About 5 minutes
Language:	Spanish

Designed originally as an oral English screening test for non-English-speaking children, this instrument was translated into Spanish as the Spanish Oral Capacity Test for use with Spanish-speaking children. It consists of a series of questions in Spanish concerning the child's name, family, and neighborhood, and 10 pictures of various objects and animals to be identified by the child. After each response, the test administrator marks the appropriate column to indicate "complete response", "grammatical error", "fragment", "incorrect" (correct response, wrong language), "completely incorrect", or "no answer". In this manner, oral Spanish fluency can be assessed.

SWCEL TEST OF ORAL ENGLISH PRODUCTION: Southwestern Cooperative Educational Laboratory (1969); 229A Truman N.E.; Albuquerque, N.M. 87108. Available from the ERIC Document Reproduction Service; P.O. Box 0; Bethesda, Maryland 20014; Reference # ED 042 793.

Grade Range:	Pre K - 2
Can be Administered to:	Individuals
Time for Administration:	10 - 15 minutes
Language:	English

Designed to evaluate English as a Second Language programs, the SWCEL Test of Oral English Production was produced specifically to assess the SWCEL Oral Language Program (OLP) for children in the primary grades. While pronunciation and vocabulary items are included, the test's major emphasis is upon grammatical competence, measured in responses elicited in a "spontaneous" manner by the administrator. No special skills are required to administer the test, just the Manual and the kit of props, including toys and pictures. The entire conversation between the test administrator and the child is tape-recorded and sent to the Southwestern Cooperative Educational Laboratory, where it is scored by trained individuals. Although this diagnostic and achievement instrument is not standardized, field-testing has provided data on reliability and validity, as well as general categories of scores which permit classification of student groups in terms of English fluency.

TEST OF AUDITORY COMPREHENSION OF LANGUAGE(TACL-Long Form) and SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGE(STACL-Short Form): E. Carrow; Urban Research Group (1973); 306 West 16 Street; Austin, Texas 78701.

Grade Range:	Pre K - 2
Can be Administered to:	Individuals and groups
Time for Administration:	Approximately 20 minutes
Languages:	English and Spanish

The short form of this measure, the Screening Test for Auditory Comprehension of Language(STACL), is designed to serve three purposes: to assess basic competence in language; to establish the dominant language of the child; and to identify children who need more complete testing with the long form. The long form of this measure, the Test of Auditory Comprehension of Language(TACL), requires individual administration and provides a more complete evaluation of the child's language comprehension. Both forms can be administered in Spanish and/or English.

Marking one of three pictures in each question, the child is never required to respond verbally. Even so, both the long and short forms of this test measure the child's knowledge of language structure by assessing understanding of nouns, verbs, pronouns, prepositions, verb tense, plurality, and voice. The TACL Manual provides normative data as well as diagnostic information.

TESTS OF BASIC EXPERIENCES(TOBE): Levels K and L; M.H. Moss; CTB/McGraw-Hill; Del Monte Research Park; Monterey, California 93940.

Grade Range:	Pre K - 1
Can be Administered to:	Groups
Time for Administration:	About 25 minutes per subtest
Languages:	English and Spanish

The Tests of Basic Experiences(TOBE) are designed to provide objective information about what the child already knows. The TOBE will allow the teacher to establish "points of departure" for instruction. The TOBE consist of five subtests: Language; Mathematics; Science; Social Studies; and General Concepts. Each test item consists of a verbal stimulus and four pictorial responses. Upon hearing the stimulus, the child marks the picture he believes is the correct response. Spanish directions for the measures have been developed to replace the sections which the examiner reads aloud; this Spanish translation is available with the TOBE. Tables for converting raw scores to percentiles, stanines, and standard scores are included for the English edition, but there are no norms for the Spanish version.

TESTS OF BASIC LANGUAGE COMPETENCE IN ENGLISH AND SPANISH(TBLC): E.J. Cervenka (1968); 617 West End Ave., Suite 9-A; New York, N.Y. 10024; ERIC Document Reproduction Service; LEASCO Information Products, Inc.; P.O. Drawer O; Bethesda, Maryland 20014; Reference Numbers ED 027 063 and ED 027 064.

Grade Range:	Pre K - 4
Can be Administered to:	Individuals and Groups
Time for Administration:	From 30 - 60 minutes
Languages:	English and Spanish

Designed to measure the bilingualism of children in the South Texas area, the Tests of Basic Language Competence(TBLC) consist of two sets of instruments: the English Series and the Spanish Series. The TBLC are available on two different levels: Level I, for Pre K and Kindergarten children, and Level II, for children in grades 1-4. These parallel English and Spanish tests attempt to measure a child's basic competence in the language via his or her specific linguistic performance. Each of the tests also appears in two different but comparable forms, A and B; if the tests are administered in both languages to bilingual children, then different forms of the tests should be used.

Prepared for children aged 3-6 who speak English or Spanish or are bilingual, the Level I TBLC are designed to measure nine different components of oral language competence: Oral Vocabulary; Comprehension of Commands and Directions; Recognition of Interrogative Patterns; Phonemic Discrimination at the Word Level; Production of Grammatical Structures; Assimilation of Meaning; Phonemic Discrimination at the Sentence Level; Grammatical Sensitivity; and Grammatical Discrimination. Performance has no time limit, and consists of answering questions, selecting figures or pictures, following directions, and discriminating between sounds. Cervenka anticipates that a selection of 2 - 5 subtests will be an effective-enough measure in most cases, and stresses that the TBLC attempt to appraise " only a small finite segment of various aspects of true competence....."

(TESTS OF BASIC LANGUAGE COMPETENCE - Continued):

The Level II TBLC are group-administered instruments for assessing the basic language competence of children aged 6-10 in grades 1-4. There are six subtests, including: Oral Vocabulary; Phonemic Discrimination at the Word and Phrase Levels; Phonemic Discrimination at the Sentence Level; Grammatical Sensitivity; Grammatical Discrimination; and Assimilation of Meaning. This battery of tests can be administered in about one hour. Normative and interpretive data are not yet available.

TESTS OF GENERAL ABILITY(TOGA): J.C. Flanagan; Science Research Associates (SRA); 259 East Erie Street; Chicago, Illinois 60611.

Grade Range:	K - 12
Can be Administered to:	Groups
Time for Administration:	About 45 minutes
Languages:	English and Spanish

Designed for use in grades K-12, the Tests of General Ability(TOGA) provide a nonverbal measure of general intelligence and basic learning ability. The scores are said to reflect ability independent of school-acquired skills, and therefore the TOGA are particularly useful for students from culturally different backgrounds. A Technical Report, grades K-12, is available for interpretation of the results. An Examiner's Manual translated into Spanish is also available for each grade level.

WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN: W. Walker; Regional Research Program; 601 E Street; Kansas City, Missouri 64106; Available from the ERIC Document Reproduction Service; P. O. Drawer O; Bethesda, Maryland 20014; Reference # ED 037 253.

Grade Range:	Pre K - K
Can be Administered to:	Individuals
Time for Administration:	From 5 - 10 minutes
Languages:	English, Spanish, and French

The Walker Readiness Test for Disadvantaged Preschool Children consists of 50 multiple-choice items designed to measure four areas of readiness: Likenesses or Similarities; Differences; Numerical Analogies; and Missing Parts. The directions are provided in Spanish, English, and French, but may be given to the child in any language. For each item on this nonverbal test, the child selects the correct answer from four pictures. The instrument is available in two forms: Form A identifies weaknesses and facilitates the establishment of individual remedial programs; Form B assesses the efficiency of the remedial program used and evaluates the progress made by the child. A table of norms is provided with the test.

WECHSLER INTELLIGENCE SCALE FOR CHILDREN(WISC): Spanish Version, Escala de Inteligencia Wechsler; D. Wechsler; the Psychological Corporation (1970); 304 East 45 Street; New York, N.Y. 10017.

Grade Range:	K - 10
Can be Administered to:	Individuals
Time for Administration:	About 45 minutes
Languages:	English and Spanish

Standardized for children aged 5 - 15, the Wechsler Intelligence Scale for Children(WISC) should be individually-administered by a specially trained examiner. D. Wechsler states in the Manual: "The theory underlying the WISC is that intelligence cannot be separated from the rest of the personality, and a deliberate attempt has been made to take into account the other factors which contribute to the total effective intelligence of the individual." The Spanish Edition was developed in Puerto Rico as an authorized Spanish-American translation and adaptation of the WISC. The 12 subtests, divided into two subgroups - the Verbal Scales(Information, Comprehension, Arithmetic, Similarities, Vocabulary, and Digit Span) and the Performance Scales(Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes), yield an I.Q. based on scaled scores for each age level. The Spanish Manual includes the questions used in the verbal subtests and the directions for administering both the Verbal and the Performance Scales, as well as data on norms, standardization, and reliability.

ZIP TEST: N.C. Scott, Jr.; Region II Office of Migrant Education, California; Available from Microfiche Publications; 305 East 46 Street; New York, N.Y. 10017; Reference: Naps # 770.

Grade Range:	1 - 6
Can be Administered to:	Individuals
Time for Administration:	From 15 - 30 minutes
Languages:	English and Spanish

The Zip Test was constructed for and with migrant children, many of whom were Spanish-speaking. It is designed to locate quickly and accurately the instructional level at which a migrant child can effectively use a mathematics book and a reader, and to indicate his ability to conceptualize verbally in the English Language. While most of the directions are in English and Spanish, some are given only in English.

The Zip Test is divided into three sections: the Language Facility Section, in which the child is presented with and asked to describe pictures of everyday objects and scenes in order to determine his English Language Facility; the Reading Section, including Word Recognition, Reading Comprehension(especially designed for children who learned to read English words in Mexico, yet do not comprehend what they are reading), and Word Opposites; and the Math Section, consisting of a Short Form for grades 1 and 2 and a Long Form for grades 3 - 6. Norms are not available, but information on reliability and validity is included in the Manual. There is a reference to this test in the Spring, 1970 issue(Volume 6) of the Journal of Educational Measurement.

SOURCES OF INFORMATION ON ASSESSMENT FOR BILINGUAL PROGRAMS

1.0 CRITIQUES OF TESTS:

1.1 "Bilingual Testing and Assessment"; BABEL; Report containing the proceedings of the 1972 BABEL Workshop and the preliminary findings of the Multilingual Assessment Program in Stockton, California; Available for $1.00 from:

BABEL
Room 13
1414 Walnut Street
Berkeley, California 94709

1.2 Test critiques from the Multilingual Assessment Project in Stockton, California; Available from:

Multilingual Assessment Project
Stockton Unified School District
701 North Madison Street
Stockton, California 95202
Attn: Mr. James Shannon

1.3 Test critiques from the Multilingual Assessment Program in Brentwood, New York; With particular emphasis on the cultural biases of tests; Available from:

Ms. Nicky Nin, Director
Multilingual Assessment Program
78 Wicks Road
Brentwood, New York 11717

1.4 Test evaluations from the Center for the Study of Evaluation(CSE) at UCLA; Three volumes containing evaluations of published and unpublished tests, prepared for use by Project Directors to guide their selection of assessment instruments; Included are primarily English and nonverbal assessment instruments; Each test is evaluated in four areas, Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellance; Available from:

Center for the Study of Evaluation
145 Moore Hall
University of California
Los Angeles, California 90024

CSE-ECRC Preschool/Kindergarten Test Evaluations; R. Hoepfner, C. Stern, and S.G. Nummedal et al (1971); Center for the Study of Evaluation and Early Childhood Research Center.

CSE Elementary School Test Evaluations; R. Hoepfner et al (1970); Center for the Study of Evaluation.

CSE-RBS Test Evaluations: Tests of Higher Order Cognitive, Affective, and Interpersonal Skills; R. Hoepfner et al (1972); Center for the Study of Evaluation and Research for Better Schools, Inc.

SOURCES OF INFORMATION(Continued)

2.0 INSTRUCTIONAL OBJECTIVES AND OBJECTIVES-BASED TESTS:

2.1 Ciencia - Objetivos de Aprendizaje y Prueba de Comprensión de Ciencia; Bilingual Education Applied Research Unit:

Ciencia - Objetivos de Aprendizaje; Comprehensive science objectives in Spanish for grades 1-3; Compiled and synthesized from N.Y.C. and N.Y.S. Curriculum Guides as well as from COPES, AAAS, and SCIS by the Bilingual Education Applied Research Unit; Approximately 20 objectives per unit for 15 science units(e.g. Living Things; Solar System; Force, Energy, and Motion; Environmental Education; Processes of Science.); Parallel sets of Science Learning Objectives in English for grades 1-3 are also available.

Prueba de Comprensión de Ciencia, Nivel: Primero; Objectives-based test items in Spanish for science units in grade 1; 15 mini-test booklets for use as unit reviews of the Ciencia - Objetivos de Aprendizaje; Test booklets consist of picture solutions to science questions which can be read by the teacher to the students.

The science objectives and test booklets are both available from:

Marietta Saravia Shore, Coordinator
Bilingual Education Applied
Research Unit
Project BEST - Hunter College
560 Lexington Avenue
New York, N.Y. 10022

2.2 Student Learning Objectives from the N.Y.C. Consortium on Bilingual Education; For Spanish dominant and separately, English dominant students in grades 1-6, including Spanish as a Second Language, English as a Second Language, Dominant Language Arts in English and Spanish, Mathematics, and Cross-Cultural Social Studies; Also included are process objectives for teachers; Developed by Project BEST - N.Y.C. Bilingual Consortium Staff(including curriculum specialists and teachers) and coordinated by the Bilingual Education Applied Research Unit; Available from:

Bilingual Resource Center
Room 224
Board of Education
110 Livingston Street
Brooklyn, N.Y. 11201

SOURCES OF INFORMATION(Continued)

2.3 Criterion-Referenced Tests in English only from the Instructional Objectives Exchange; Two parallel forms for pre and posttesting on pre-printed spirit masters to assess Reading(K-6), Math(K-12), Science(K-6), and Social Studies(K-6,10-12); Includes a manual describing the amplified objectives which the tests are assessing; Also available are instructional objectives collections covering 45 areas, including Spanish(7-12), "self-concept"(K-12), "attitude to school"(K-12), and "attitude to tolerance"(9-12); Available from:

Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024

2.4 SOBER - ESPAÑOL; Instructional objectives in Spanish with test items are being developed at the Center for the Study of Evaluation; The System for Objectives-Based Evaluation of Reading(SOBER) will cover reading in Spanish for both native Spanish speakers and students for whom Spanish is a second language in grades K - 12; Information available from:

Dr. Ricardo Cornejo
Center for the Study of Evaluation
UCLA Graduate School of Education
405 Hilgard Avenue
Los Angeles, California 90024

3.0 OTHER ANNOTATED LISTS OF TESTS:

3.1 Evaluation Instruments for Bilingual Education; D. Hamilton under the direction of Joanna Chambers of the Dissemination Center for Bilingual Bicultural Education; Designed as a directory of published and staff-developed tests from Title VII programs, the booklet is a revision of Tests in Use in Title VII Bilingual Education Projects: Information, when available, consists of: I. Test Title, Alternate Title, Acronym, Author, Publisher or Source, Date, Pages, and Price; II. Age, Grade, Time, Language, Group/Individual Administration; and III. Skills, Special Requirements, and Scores; Available from:

Juan D. Solis, Director
Dissemination Center for Bilingual Bicultural Education
6504 Tracor Lane
Austin, Texas 78721

3.2 Analytical Bibliography of Language Tests; J.G. Savard of Laval University in Quebec; Text in French only; Published for the International Center for Research on Bilingualism, the bibliography lists over 400 tests for primary, secondary, and college levels in ten languages, including second language tests, mother tongue tests, bilingual tests, language aptitude tests, and psychological tests; Information, when available, is included regarding level, time for administration, time for correction, and coefficients of reliability and validity; The bibliography also contains a list of addresses from which the tests may be obtained; Available for $10.00 from:

Les Presses de
L'Université Laval
P.O.Box 2447
Quebec 2, Canada

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SOURCES OF INFORMATION(Continued)

4.0 TESTS ON FILE:

The Bilingual Education Applied Research Unit(BEARU) has copies of published and staff-developed tests used in Title VII bilingual projects on file which may be compared for selection purposes. Copies of test critiques such as the CSE-ECRC Preschool/ Kindergarten Test Evaluations and the CSE Elementary School Test Evaluations are also available, as are reviews from Buros' Mental Measurements Handbook.

The Bilingual Education Applied Research Unit is located at:

Hunter College - Project BEST
Room 310
560 Lexington Avenue
New York, N.Y. 10022

-Sources of Information compiled by:

Marietta Saravia Shore, Coordinator
Bilingual Education Applied Research Unit

BILINGUAL EDUCATION APPLIED RESEARCH UNIT
PROJECT BEST
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560 Lexington Avenue
New York, New York 10022

José Vázquez
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Hunter College Division

Marietta Saravia Shore
Coordinator
B. E. A. R. U.

1975 SUPPLEMENT:
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TESTS IN SPANISH AND OTHER LANGUAGES, ENGLISH AS A SECOND LANGUAGE, AND NONVERBAL TESTS FOR BILINGUAL PROGRAMS ** An Annotated B.E.A.R.U. Bibliography

Compiled by

Alan Ehrlich
Associate Coordinator

and

Roselin Ehrlich
Research Assistant

Bilingual Education Applied Research Unit

May, 1975

1975 SUPPLEMENT
****

Funded by Title VII

ALPHABETICAL LIST OF TESTS

Austin Spanish Articulation Test

Criteria Referenced Assessment

Del Amigos Verbal Language Scales

Home Language Dominance Test

Language Dominance Survey

My Self-Checklist

Navajo-English Language Dominance Assessment (Spolsky)

Oral Placement Test and Oral Production Tests

Orientation in American English Placement and Proficiency Tests

Placement Test for Speakers of Other Languages (ABE)

Prueba de Aptitud de Lectura and Reading Readiness Assessment

Regents Examination in Ninth Year Mathematics, Spanish Language Edition

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The project presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PREFACE

This Bibliography is a 1975 Supplement to Tests in Spanish and Other Languages, English as a Second Language, and Nonverbal Tests for Bilingual Programs, first published in January, 1973, and later updated and revised in May, 1974.

It is intended solely as a listing of the instruments which are currently available for use in the assessment of bilingual programs. Just as no disapproval has been intended of those measures not included in this Bibliography, so should no approval be inferred of those which are included. No evaluation of the adequacy, appropriateness, or usefulness of the instruments listed has been attempted.

Wherever possible, the annotations in this listing include the test author's and publisher's own words from tests and test descriptions on file at the Bilingual Education Applied Research Unit in New York.

No endorsement of any instrument has been intended by the editors.

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CLASSIFICATION OF TESTS

I. READINESS TESTS:

PAL: Prueba de Aptitud de Lectura and Reading Readiness Assessment

II. TESTS OF LANGUAGE DOMINANCE:

DOS AMIGOS: Dos Amigos Verbal Language Program

JAMES: James Language Dominance Test

LDS: Language Dominance Survey

NAVAJO(SPOLSKY): Navajo-English Language Dominance Assessment

III. TESTS OF LANGUAGE PROFICIENCY:

AUSTIN: Austin Spanish Articulation Test

ORAL: Oral Placement Test and Oral Production Test

OAE: Orientation in American English Placement and Proficiency Tests

PLACEMENT(ABE): Placement Test for Speakers of Other Languages

IV. ACHIEVEMENT TESTS:

CRA: Criterion Referenced Assessment

REGENTS: Regents Examination in Ninth Year Mathematics, Spanish Edition

V. AFFECTIVE TESTS AND INVENTORIES:

MY SELF-CHECKLIST

ACRONYMS OF TESTS SHOWING LANGUAGE AND GRADE RANGE

Name of Test	Language	Page #
AUSTIN	Spanish	4
CRA	Spanish	4
DOS AMIGOS	English and Spanish	5
JAMES	English and Spanish	5
LEC	English and Spanish	6
MT SELF-CHECKLIST	English and Spanish	6
NAVAJO(SPOLSKY)	English and Navajo	7
ORAL	English	7
OAE	English	8
PLACEMENT(ABE)	English and Spanish	9
PAL	Spanish and English	9
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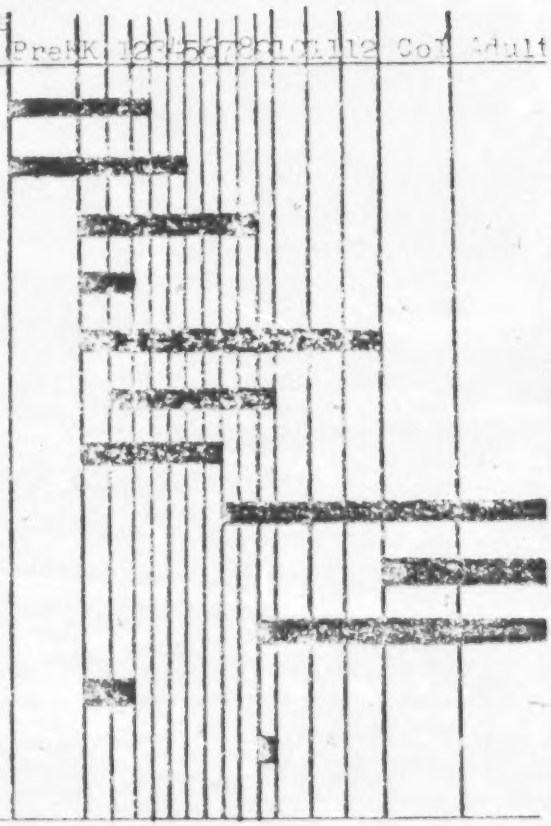

1975 SUPPLEMENT

AUSTIN SPANISH ARTICULATION TEST: Developed under the supervision of Dr. E. Carrow; Learning Concepts, Inc.(1974): 2501 N. Lamar; Austin, Texas 78705.

Grade Range:	Pre K - 2
Can be Administered to:	Individuals
Time for Administration:	25 minutes
Language:	Spanish

The Austin Spanish Articulation Test is designed primarily for use by speech therapists to evaluate the child's control of the principle phonemes and phoneme combinations of Spanish. A knowledge of Spanish phonemic structure is a prerequisite for the examiner, who reads a stimulus sentence, leaving out the final word. The student must complete the sentence using a picture as a cue. The child's articulatory errors are recorded on a scoring sheet, which allows the diagnostician to develop an individualized therapy plan for each student. No information regarding norms is included in the test manual.

CRITERIA REFERENCED ASSESSMENT(CRA) IN SPANISH: José A. Vázquez, Migdalia Romero de Ortiz, P.J.Hutchins(Editorial Board); Santillana Publishing Company; 575 Lexington Avenue; New York, N.Y. 10022.

Grade Range:	Pre K - 4
Can be Administered to:	Individuals or Groups
Time for Administration:	15 - 20 minutes
Language:	Spanish

The Criteria Referenced Assessments include a series of 24 tests in Spanish, correlated to the Santillana Bilingual Reading Series. These criteria-referenced instruments are divided into packets of 4 test booklets each for the 6 basic readers in the Series. In addition, the Santillana Bilingual Series includes 2 mastery tests for plateau assessment, the first to be given after finishing the first 4 basic readers, and the second to be given after finishing the last 2 readers. This series of tests with content validity measures the various phonic and comprehension skills established in a developmental sequence. Each assessment allows the teacher to view pupils' progress at different levels so the teacher may assess and prescribe for continued success.

Although the tests are geared towards and parallel to the Santillana Bilingual Series, they may be used independent of the series as a bank of criteria-referenced tests for diagnosis and prescription in developmental reading in Spanish. Word recognition and comprehension skills are broken down into more specific categories for assessing and teaching. This program also includes Answer Key Cards and two Teacher's Guides.

DOS AMIGOS VERBAL LANGUAGE SCALES: Dr. D. E. Critchlow; Academic Therapy Publications(1974); 1539 Fourth Street; San Rafael, California 94901.

Grade Range:	K - 8
Can be Administered to:	Individuals
Time for Administration:	20 minutes
Languages:	English and Spanish

The Dos Amigos Verbal Language Scales are designed to identify the dominant language of the child, reveal the comparative development of the child's English and Spanish, and yield the level at which the child's spoken language development best qualifies him to function in the classroom. It can also serve as a screening instrument to determine if further evaluation is needed.

The test consists of two scales: a list of 85 English stimulus words to which the child must respond with opposites; and a similar list of Spanish words. The scales yield a raw score which is converted into a percentile rank. Tables of percentiles that indicate the child's language development as compared to a random sample of other bilingual-bicultural children of the same age are supplied in the test Manual.

JAMES LANGUAGE DOMINANCE TEST: P. James; Learning Concepts, Inc.(1974); 2501 N. Lamar; Austin, Texas 78705.

Grade Range:	K - 1
Can be Administered to:	Individuals
Time for Administration:	7 - 10 minutes
Languages:	English and Spanish

The James Language Dominance Test is designed specifically to measure the English-Spanish language dominance of children entering the first grade. It may also be used as a pre-post instrument to evaluate the growth of language proficiency in bilingual programs.

The test consists of two parts. In the Comprehension Section, the child points to pictures in response to questions, first in Spanish, and then in English. In the Production Section, the student responds orally in Spanish and English to questions about pictures. The test results allow the child to be classified in one of five categories: Spanish Dominant; Bilingual with Spanish as a Home Language; Bilingual with English and Spanish as Home Languages; English Dominant but Bilingual in Comprehension; and English Dominant. Allowances are made for dialectal and phonological variations. The test manual provides normative data for the various categories.

LANGUAGE DOMINANCE SURVEY: Office of Bilingual Education; San Bernardino City Unified School District; 799 "F" Street; San Bernardino, California 92410.

Grade Range: K - 12

Can be Administered to: Individuals

Time for Administration: About 10 minutes

Languages: English and Spanish

The Language Dominance Survey is designed to identify youngsters who indicate language interference problems in their development of English and Spanish language skills. The Survey, which may also be used to identify the dominant home language, has four levels: K - 1, measuring only aural-oral skills; and 2 - 4; 5 - 6; 7 - 12,---each measuring listening, speaking, reading, and writing skills at the appropriate level.

The Survey consists of an oral interview in which the student must follow directions and answer questions in English and Spanish, and an interview about the child's language usage at home and with friends. A rating sheet is provided which allows the child to be identified as non-English, limited English, English Dominant, and non-Spanish, limited Spanish, and Spanish Dominant.

MY SELF-CHECKLIST: R. E. Valett; Lear Siegler, Inc., Fearon Publishers (1973); 6 Davis Drive; Belmont, California 94002.

Grade Range: Elementary - Junior High

Can be Administered to: Individuals or Groups

Time for Administration: Untimed

Languages: English and Spanish

My Self-Checklist, available in English or Spanish, is designed to enable the student to express his feelings about how he perceives himself. The results may be used in individual counseling, in the planning of a self-development program, or to measure change in self-concept by administering the instrument before and after special education designed to enhance the child's self-awareness.

The Checklist consists of four sections. In the first section, the student checks "yes", "no", or "not sure" to 40 self-descriptive items. The second section consists of incomplete sentences which the student completes. In the third and fourth sections, the student lists his strengths and weaknesses, and his comments about the checklist. If the student has difficulty reading anything, the tester should read the items aloud. The checklist is scored by giving two points for a positive (good self-image) response, 1 point for a negative response, and 0 for a "not sure". A total of all positive responses yields a score of 100. There are no norms for this test. Each child's score must be considered individually.

NAVAJO-ENGLISH LANGUAGE DOMINANCE ASSESSMENT: B. Spolsky, and W. Holm; Rock Point Community School; Chinle, Arizona 86503.

Grade Range:	Elementary
Can be Administered to:	Individuals
Time for Administration:	5 - 10 minutes
Languages:	English and Navajo

The Navajo-English Language Dominance Assessment is an oral interview designed to rate the child's ability in English and Navajo and determine his language dominance. The instrument consists of: an interview in Navajo, concerning family and language preference; a similar interview in English; and finally an interview in the child's stronger language about the child's language preferences. This instrument, an experimental form, is more fully described in "Three Functional Tests of Oral Proficiency" by Bernard Spolsky, et. al., in TESOL Quarterly, 6 (September, 1972), pages 221 - 235.

ORAL PLACEMENT TEST AND ORAL PRODUCTION TESTS: B. Poczik; Bureau of Basic Continuing Education, State Education Department; Albany, N.Y. 12224.

Grade Range:	7 - Adults
Can be Administered to:	Individuals
Time for Administration:	5 - 10 minutes
Language:	English

The Oral Placement Test is designed to place students in one of three ESL levels or exempt them from the ESL track. The test is totally oral, consisting of 15 question-answer items, and suggested questions for a brief free conversation. The measure yields scores for Auditory Comprehension, Oral Production, and Conversation.

The Oral Production Tests are based on the Orientation in American English Series and may be inappropriate if other texts are used. These tests are used to evaluate the students' oral achievement with regard to curriculum covered. Each test has a question-answer section and a free conversation section with an oral rating scale. The results show scores for Auditory Comprehension, Oral Production, and Conversation. The test format could be adapted to other texts by substituting the questions and answers from whichever text is in use.

ORIENTATION IN AMERICAN ENGLISH PLACEMENT AND PROFICIENCY TESTS: T.C. Brinson, M. Frank, and P. Hull; Institute of Modern Languages(1975); 2622-24 Pittman Drive : Silver Spring, Maryland 20910.

THE OAE PLACEMENT TEST:

Grade Range:	College and Adults
Can be Administered to:	Individuals and Groups
Time for Administration:	About 60 minutes
Language:	English

The purpose of the Placement Test is to evaluate the aural, oral, reading, and writing skill levels of potential English as a Second Language students in order to place them within one of the 6 levels of the Orientation in American English Series. It may also be used as a standard against which to measure student progress in an ongoing curriculum.

The Placement Test is divided into an aural-oral module, which must be administered individually, and a written module, which can be administered to groups. The aural-oral part consists of a series of questions and commands to which the student is asked to respond with a complete sentence. Each response is graded on a scale of 0-5, based on situational relevance and syntactic grammaticality. The written module requires students to respond in writing to oral questions, to illustrations, and to reading selections. Answers are graded on a scale of 1-5, and rating sheets are provided for each student.

THE OAE PROFICIENCY TESTS:

Grade Range:	College and Adults
Can be Administered to:	Groups
Time for Administration:	Midterm - 45 minutes Final - 90 minutes
Language:	English

The Proficiency Tests are designed to determine whether or not ESL students have sufficiently internalized the grammatical structures and vocabulary items contained in each level of the Orientation in American English Series.

The Proficiency Tests consist of an aural-oral module, which may be administered to pairs of students, and a written module, which may be administered to groups. There are midterms and finals for the first four levels of the OAE Series, and a final only for levels 5 and 6. The responses are graded for syntactical correctness, situational relevance, and spelling. Scores are totaled to determine if a student has passed a given level.

PLACEMENT TEST FOR SPEAKERS OF OTHER LANGUAGES: A. Perlman; Adult Basic Education; Room 706; 130 Clinton Street; Brooklyn, New York 11201.

Grade Range:	High School - Adults
Can be Administered to:	Individuals
Time for Administration:	15 minutes
Languages:	English and Spanish

The Placement Test for Speakers of Other Languages consists of the following four instruments:

The Test of Oral Reception and Production is designed to place the ESL student in one of four levels of proficiency. It consists of increasingly complex questions about himself that the student must respond to. The tester judges if the student's responses were given in good or poor English. Only structure, not pronunciation, is considered.

The Test of Oral Spanish Reading requires the student to read aloud a Spanish newspaper headline. If he can do so without hesitations, he is asked to read the newspaper article silently and answer 5 multiple choice questions about it. These tests are designed to measure the student's reading skill in his own language, to decide whether he will need to learn reading skills per se, when learning English.

The Test of English Reading Comprehension may be given to a student who reads satisfactorily in his own language. It is used to group ESL students who seem to have the same oral language needs. A profile sheet listing the student's oral English level, native oral reading level(Satisfactory or Unsatisfactory), and English reading comprehension level may be used to facilitate appropriate class assignment.

The Problem Solving Instrument consists of 23 arithmetic problems written in Spanish. It helps to determine if the student needs instruction in math.

PRUEBA DE APTITUD DE LECTURA(PAL), Spanish Version, and READING READINESS ASSESSMENT(RRA), English Version: J.A. Vázquez, M. Romero de Ortiz, and F.J. Gutierrez(Editorial Board); Santillana; 575 Lexington Avenue; New York, N.Y. 10022.

Grade Range:	K - 1
Can be Administered to:	Individuals or Small Groups
Time for Administration:	15 minutes for each subtest
Languages:	Spanish and English

The Prueba de Aptitud de Lectura(PAL) consists of three subtests in English and Spanish, which identify the reading readiness skills a child has or needs in order to function effectively within a reading program. PAL is a categorized, cross-referenced summative evaluation, which is designed to determine the precise skills that need reinforcement before the initial reading takes place. The results of the instruments can therefore serve the teacher in programming grouping based upon assessed needs.

(PRUEBA DE APTITUD DE LECTURA - Continued:)

PAL-RRA measures the following reading readiness skills: visual discrimination of likenesses; development of concepts related to reading; motor coordination; visual discrimination of differences; and auditory discrimination. The assessment can be administered in either Spanish or English by a teacher or paraprofessional familiar with the procedures of test administration. The suggested administration calls for three sittings, each lasting 15 - 20 minutes. Each test booklet contains an item analysis chart. The PAL Examiner's Manual includes the rationale, information on administration, a method of interpreting the results, and a detailed list of alternative activities for assessed needs.

REGENTS EXAMINATION IN NINTH YEAR MATHEMATICS, SPANISH LANGUAGE EDITION: University of the State of New York; Bureau of Elementary and Secondary Education Testing; State Education Department; Albany, New York 12224.

Grade Range:	Grade 9 only
Can be Administered to:	Groups
Time for Administration:	3 hours
Languages:	Spanish and English

The New York State Regents High School Examination in Ninth Year Mathematics is available in both English and Spanish Language Editions. It is designed to assess the students' achievement in algebra. Regents examinations are end-of-course achievement tests based on New York State courses of study in grades 9 - 12. The Regents Examination Manual contains information on the preparation, administration, and interpretation of the examinations and their results.